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ABSTRACT

This curriculum guide on textiles and clothing is one of a set of five Oregon goal-based home economics curriculum guides. Provided in this guide are the following: one suggested district goal (students will be able to make textile and clothing decisions which meet individual and family needs); four suggested program goals (e.g., the student will know how to acquire and care for apparel and textile products in a manner which meets personal needs); fifty-two course goals (e.g., the student will be able to identify the advantages and disadvantages of various ways of acquiring clothing); and over 300 suggested learning experiences (e.g., choose an item of clothing you really want, then assume that you have $10 to spend for it, $20 to spend, $50 to spend for it; decide how you would acquire the item in each case, and share decisions as a class and explain reasons for making them). Also included in this document are suggestions for guide use, a description of goal-based planning for home economics, and a numbered list of resources (books and articles for students and teachers, pamphlets, kits and games, magazines, tapes and slides, films and filmstrips) keyed to the learning experiences. (JH)

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TEXTILES

&

CLOTHING

Verne A. Duncan
State Superintendent of Public Instruction
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Salem, Oregon 97310
1978

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FOREWORD

This publication is one of five SUGGESTED to cover a comprehensive home economics program. It departs from the previous single guide and is designed to help teachers develop quality in both content and processes of learning.

Home Economics Education primarily seeks to strengthen home and family life. Since publication of the previous single guide, including home economics skills and knowledge as preparation for an occupation has become another emphasis in teacher responsibility. Thus, each of the five publications will include an emphasis on related careers in home economics. Hopefully the SUGGESTED learning experiences and resources will provide local schools impetus to develop programs that will fulfill the needs and interests of *all* students.

I commend the many teachers and their local districts who helped develop these materials.

Verne A. Duncan
State Superintendent of
Public Instruction

ACKNOWLEDGMENTS

Thanks go to many individuals who helped develop this publication.

Ron Olson, Career Education Coordinator, Coos County IED, facilitated funding for statewide inservice workshops for teachers. Some 200 teachers worked at six regional sessions during spring 1977. Leslie Klepper and Julene Church, both from West Linn High School, consolidated ideas from the workshops. Then a few returned to revise materials at a workshop in June at Oregon State University:

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Cathy Hostager	Washington High School (Portland)
Barb Keller	Canby High School
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Barbara Stalick	Kennedy Junior High School (Eugene)
Helen Sullivan	Hillsboro Senior High School
Pam Vetsch	George Elementary School (Portland)
Chris Wyatt	Kennedy High School (Mt. Angel)

Sharon Wallace, Home Economics Education, Oregon State University, served as project director for the inservice workshops and for writing this guide. Wendy Lofgren, a graduate assistant at OSU, helped Sharon. Holly Schrank, Head, Clothing, Textiles and Related Arts, Oregon State University, served as subject matter consultant to the inservice sessions and reviewed the guide.

During the 1976-77 school year, the following were members of the State Curriculum Steering Committee:

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Linda McKenzie	South Albany High School
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CONTENTS

FOREWORD iii

ACKNOWLEDGMENTS v

INTRODUCTION 1

GOAL-BASED PLANNING FOR HOME ECONOMICS 5

SUGGESTED DISTRICT GOAL—Students will be able to make textile and clothing decisions which meet individual and family needs

- Suggested Program Goal 7
- Suggested Program Goal 19
- Suggested Program Goal 57
- Suggested Program Goal 63

ASSESSMENT 69

RESOURCES

- Print
  - Books & Articles for Students 71
  - Pamphlets 74
  - Kits & Games 77
  - Magazines 79
  - Books & Articles for Teachers 80
- Nonprint
  - Tapes & Slides 83
  - Films 84
  - Filmstrips 85

INTRODUCTION

Home Economics Education enables individuals to function as contributing members of society. It supports and strengthens the quality of individual and family life. It responds to societal and environmental concerns. It provides consumer, homemaking and career skills in the home economics field.

The home is recognized as a primary unit of our society, influencing the individual who in turn influences society. A changing society in turn influences the home. The content of a home economics program should relate to changing societal conditions, essential skills and practical experiences. It should emphasize creative and problem-solving abilities. It should help nourish human feelings and self-esteem. The concepts presented here will be as effective for today's families as for tomorrow's, provided materials are interpreted in a continuously flexible manner.

Though teachers and administrators may find these publications useful for other purposes, four deserve attention here. Briefly, they should help in

delineating content areas for home economics.

communicating potential outcomes of home economics to students, faculty, parents and other community members.

planning and administering local home economics programs.

assessing and evaluating local home economics programs.

The six SUGGESTED district goals below* shape a SUGGESTED home economics program. Separate curriculum guides will present each of the first five goals separately. The last goal (qualifying for careers in home economics) will be woven through each of the five guides.

SUGGESTED DISTRICT GOALS

Students will be able to make rational decisions in managing personal and family resources. *(Individual & Family Resource Management.)*

Students will understand the impact upon society and the environment when applying the principles of nutrition in the selection and preparation of foods. *(Nutrition & Foods)*

Students will be able to make textile and clothing decisions which meet individual and family needs. *(Textiles & Clothing)*

Students will understand the environmental impact of housing upon society and culture when creating and managing a livable habitat. *(Living Environments)*

Students will be able to incorporate the concepts of human development and family living into relationships with adults, peers and children within the family and society. *(Human Development & the Family)*

Students will be able to qualify for the occupation of homemaking and other home economics-related careers.

This guide, then, unfolds SUGGESTED program goals (four of them) and SUGGESTED course goals (52 of them) for realizing the third SUGGESTED district goal above. On the next two pages is an outline of these goals. The SUGGESTED learning experiences (over 300 of them) thus merely *may* be ways to realize 52 course goals, four program goals and one district goal. The outline likely will require continual alteration. Local concerns, changing societal and environmental issues, and new discoveries may influence information and technology.

*These are the same "SUGGESTED GOALS" used as program goals on page 57 of the *Elementary-Secondary Guide for Oregon Schools: Part II, Suggestions* (Salem: Oregon Department of Education, 1977).

TEXTILES & CLOTHING

District Goal Students will be able to make textile and clothing decisions which meet individual and family needs.

		page
Program Goal	The student will be able to determine the significance of clothing and physical appearance as it applies to self, family and larger segments of society.	7
Course Goals	The student will be able to	
	identify ways in which society influences personal clothing and appearance choices.	9
	cite forms of clothing which have emerged as a direct result of environmental conditions, resource availability and aesthetic preferences of people in different cultures.	10
	explain the relations among dress forms and status, group identity, self-expression, sexual attractiveness and modesty.	11
	identify forms and methods of physical adornment other than clothing items used today.	12
	define "fashion" and related terms such as "fad" and "style."	13
	Identify current examples of fads and fashions.	14
	identify ways in which dress communicates self-concept, attitude, role and status.	15
	explain how clothing is a tangible and visible image of the values and ideals of an era.	16
	assess the extent to which the meaning and evaluation of beauty and personal appearance are affected by the cultural background of the viewer.	17
	relate the concept of stereotype to personal life.	18
Program Goal	The student will know how to acquire and care for apparel and textile products in a manner which meets personal needs.	19
Course Goals	The student will be able to	
	define general terms related to fibers and fabrics.	21
	outline the basic processes by which fabrics are made.	22
	describe the ways in which the properties associated with various fibers, fabric structures, color and design applications, and finishes affect the final fabric.	23
	identify factors which affect the initial and maintenance costs of various types of fabrics.	25
	select fabrics which would be personally satisfying and suitable for specific clothing and textile products.	26
	identify ways in which clothing needs can be met for the general population and for people with special problems.	27
	assess general factors which affect quality and quantity of clothing items one can, does and may want to purchase.	28
	identify the advantages and disadvantages of various ways of acquiring clothing.	29
	identify factors to consider before acquiring clothing which is to be used for specific purposes such as school, work, recreation, formal occasions.	30
	use the principles of wardrobe planning when developing or evaluating an estimated clothing budget.	31
	identify varying effects the elements and principles of design can produce when used in clothing.	32
	cite aesthetic factors which may influence the choice of clothing.	33
	apply elements and principles of design to the selection of clothing and accessory items which satisfy personal needs and wants.	34
	explain the nature of the clothing industry as it affects the quality and type of apparel available in the market.	35
	explain the importance of legislation which has been passed to protect and assist consumers in making wise clothing decisions.	36
	identify sources of consumer information available to the clothing purchaser.	37
	assess the workmanship, fit and suitability of apparel and textile items prior to acquisition.	38

explain procedures for returning apparel and textile products which have proven unsatisfactory. 39
determine the rights and responsibilities of the clothing consumer and the clothing industry. 40
apply shopping procedures to the purchase of personal and family clothing items. 41
suggest creative ways worn, out-of-style or poorly fitted fabric or apparel items can be made usable. 42
suggest ways in which fabric scraps can sometimes be made into useful items. 43
identify sources of recyclable fabric and apparel items which may be present in the home, family or community. 44
select, use and care for equipment used in the construction process. 45
select patterns, fabrics and notions appropriate for a given construction project. 46
prepare fabrics, patterns and pattern pieces for use in constructing apparel or textile products. 47
apply basic construction techniques to the preparation of a sewn product. 48
demonstrate the various methods which can be used to mend or repair textile and apparel products. 49
interpret the information used on textile and apparel product care labels. 50
use laundry products, equipment and procedures appropriate for various types of textile and apparel items. 51
devise a plan for clothing and textile care. 52
describe ways to minimize the damage which can occur to clothing and textile products during storage. 53
suggest ways in which existing storage space for clothing, textiles and accessories can be made more useful. 54
pack appropriate clothing and accessories for travel. 55

Program Goal The student will be able to distinguish between various forms of handcraft products and the processes by which they are made. 57

Course Goals The student will be able to

identify uses of handcraft skills. 59
suggest ways in which handcrafts can produce personal satisfaction and heighten cultural awareness. 60
identify tools and materials used in creating handcraft products. 61
demonstrate one or more of the basic techniques used in handcrafts (e.g., embroidery, knitting, crocheting, quilting, applique, needlepoint, weaving, hooking and knotting). 62

Program Goal The student will be able to evaluate career and training opportunities available in the clothing and textile field. 63

Course Goals The student will be able to

relate social and economic trends to employment opportunities in the area of clothing and textiles. 65
cite typical requirements for entry into and success in occupations related to clothing and textiles. 66
determine personal interests in and talents for clothing and textile occupations. 67
assess the need for homemaking skills associated with clothing and textile industries. 68

Students completing SUGGESTED learning experiences should help themselves realize course goals. Their realizing course goals should help themselves realize program goals. Their realizing program goals should help themselves realize the district goal: being able to make textile and clothing decisions which meet individual and family needs.

To use the guide in developing a course, teachers may find the following procedure helpful.

1. Study program and course goals to determine whether they are appropriate for local use or whether they need to be adapted.

2. Select appropriate program and course goals.

3. Develop appropriate performance indicators based on selected program and course goals, student needs, abilities, experiences and interests.

4. Select appropriate learning experiences. A variety at all levels of learning has been included. Many (not all) experiences have been listed in order of complexity, from least to more complex. Though teachers of younger or beginning students may wish to select experiences from the beginning of lists, they may choose other useful experiences farther down, depending on the previous experiences students have had. Conversely, though teachers of older or more advanced students may want to select experiences farther down lists, they may find some near the beginning useful for review.

5. Identify appropriate resources. Though resources have, for the most part, been placed next to experiences where most applicable, teachers will also find general references placed at the beginning of some sections. These may prove useful for several experiences in a section. Resources are numbered, and numbers are keyed to a resources section beginning on page 71.

6. Implement plans and assess student outcomes periodically. Among many methods which may be used for assessment, individual teachers might want to use some of the following:

Paper and Pencil Tests

Essay tests

Objective tests–supply or recall (e.g., completion, matching, multiple choice, true/false, crossword puzzles)

Nontest Means

Observational devices (e.g., checklists, rating scales, scorecards)

Reporting forms (e.g., project reports, activity reports and logs, questionnaires, autobiographies and diaries, anecdotal records)

Audiovisual techniques (e.g., tape recordings, films, photographs, graphs)

Sociometric techniques (e.g., sociograms, social distance scales, social sensitivity techniques, role playing)

Conferences

GOAL-BASED PLANNING FOR HOME ECONOMICS

Oregon manages K-12 instruction by means of **GOAL-BASED PLANNING** (*not* competency-based education).

Goals are guideposts. They serve to give purpose and direction to a planning activity. Goals provide a common language for discussing the merits of various activities as those activities are carried out.

In home economics, just as in any other instructional program offered by an educational system, a sense of purpose and direction is essential to good planning. But what are these purposes and directions? Where do they come from? Why should the home economics teacher be concerned? These are questions to be answered before effective planning of a home economics curriculum can proceed.

Each teacher must realize that planning a home economics curriculum cannot begin and end only in a given classroom. It needs to be done with a sense of similar planning in other classrooms and districts within the state.

The goals and goal-setting and competency-identification activities the Oregon Department of Education prescribes provide districts a common reference for the planning process. In goal-based planning, teachers must consider four goals: State Goals for Oregon Learners, district goals, program goals, course goals.

STATE GOALS answer the question: What does the Department of Education think a student should get out of public schooling anywhere in Oregon?

DISTRICT GOALS answer the question: What do the local community and its schools think a student ought to get out of local schooling and how is that to relate to State Goals?

PROGRAM GOALS answer the question: What do the local curriculum planners and home economics teachers think a student ought to get out of home economics and how is that to relate to District Goals?

COURSE GOALS answer the question: What do the home economics teachers think a student ought to get out of Textiles & Clothing and how is that to relate to Program Goals?

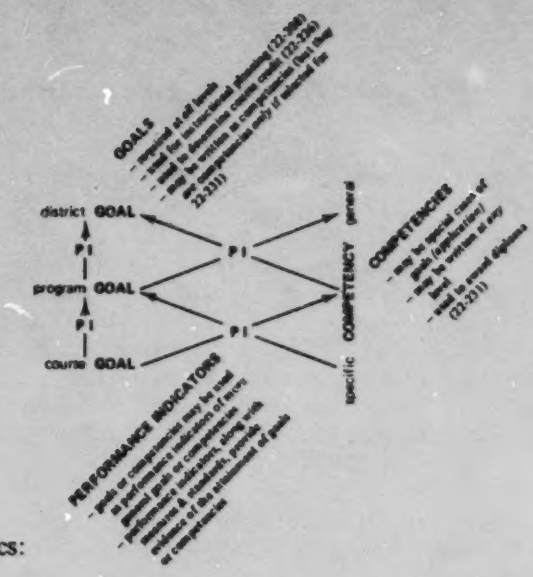
Where, then, does competency fit in goal-based planning?

It fits as a separate but related design. It is merely one of three graduation requirements. Districts plan and evaluate instruction by means of GOALS, *goals local districts themselves write.* District assess whether students get diplomas by means of COMPETENCY, CREDIT and ATTENDANCE, *requirements local districts themselves fix minimums for.*

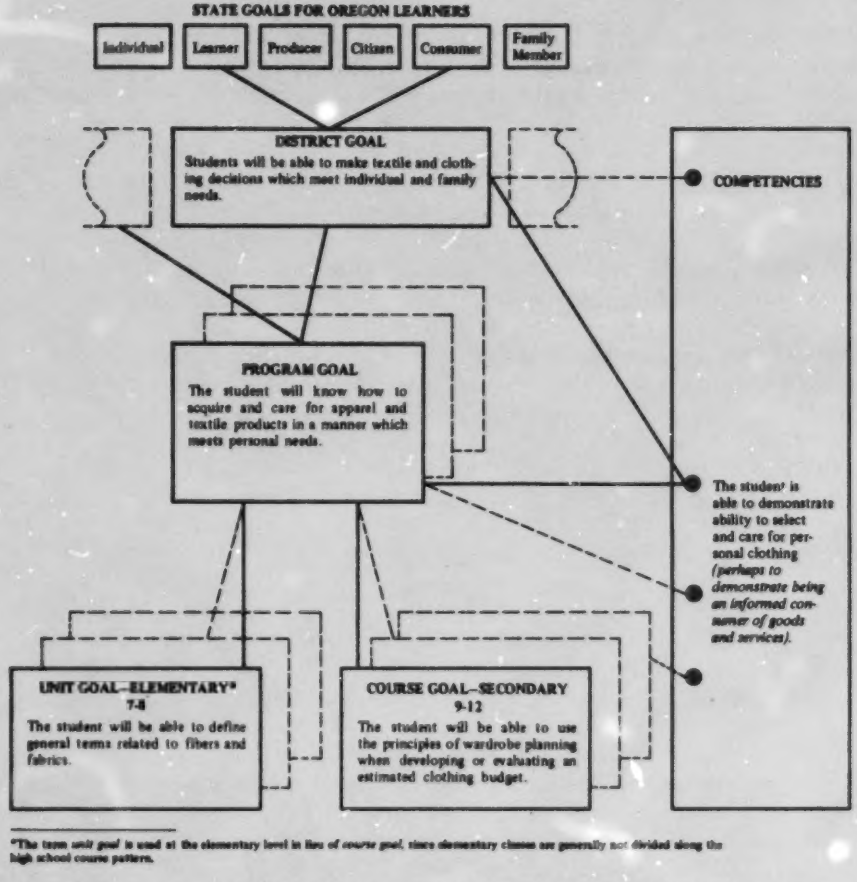
COMPETENCY in Oregon, as probably across the nation, means being *capable, fit.* For students, it means having demonstrated they can likely APPLY outside school what they've already learned—in or out of school. A competency in Oregon is merely a local statement fixed as proof ALL students will likely be able to do tomorrow outside school something the community has agreed is worth doing. It is a local statement calling for APPLYING skills and information ACQUIRED from probably several courses (not just one*) . . . or from perhaps no courses at all. It is a local statement ALL students must demonstrate. If only SOME must—say, only those who take Textiles & Clothing—the statement is NOT a competency in Oregon. Waivers aside, ALL students must demonstrate ALL competencies.

Viewed, then, as two separate but related designs, goals and competencies may look like this:

*To do otherwise may mean massive record-keeping chores for questionably narrow or shallow competencies.



For example, in home economics:


STATE GOALS FOR OREGON LEARNERS
Individual
Learner
Producer
Citizen
Consumer
Family Member
DISTRICT GOAL
Students will be able to make textile and clothing decisions which meet individual and family needs.
COMPETENCIES
PROGRAM GOAL
The student will know how to acquire and care for apparel and textile products in a manner which meets personal needs.
The student is able to demonstrate ability to select and care for personal clothing (perhaps to demonstrate being an informed consumer of goods and services).
UNIT GOAL–ELEMENTARY*
7-8
The student will be able to define general terms related to fibers and fabrics.
COURSE GOAL–SECONDARY
9-12
The student will be able to use the principles of wardrobe planning when developing or evaluating an estimated clothing budget.

*The term *unit goal* is used at the elementary level in lieu of *course goal*, since elementary classes are generally not divided along the high school course pattern.

The system of goals and competencies just described is designed to help the teacher and program specialist plan their own home economics program. It promotes a framework for planning that may be shared by all those doing similar planning. It helps in planning for individual student goals and interests, to be done within the limits of available resources. It should not be used to limit what is planned. Rather it should be used as a starting place.

The next four sections of this guide unfold SUGGESTED learning experiences as ways to realize 52 SUGGESTED course goals, four SUGGESTED program goals and one SUGGESTED district goal for TEXTILES & CLOTHING.

SUGGESTED
PROGRAM GOAL

The student will be able to determine the significance of clothing and physical appearance as it applies to self, family and larger segments of society.

Classroom teachers should develop their own performance indicators related to these suggestions, continually altering them to reflect local concerns, changing societal and environmental issues, and new discoveries that may influence information and technology.

SUGGESTED COURSE GOAL *The student will be able to identify ways in which society influences personal clothing and appearance choices.*

LEARNING EXPERIENCES	RESOURCES
Brainstorm the meaning of the word "society." List various components of or forces in society which have the potential for influencing personal clothing and appearance choices (e.g., media, peers, religion). Discuss the possible effects of each of these forces. Give examples to illustrate your ideas.	
View *American Woman: 200 years of Authentic Fashion.* Identify societal factors which have influenced personal clothing and appearance choices of American women since the founding of our nation. Summarize in a class discussion.	239
Read *One Hundred Years of Fashion.* Discuss the history of American clothing choices in terms of the societal factors which have influenced choices (e.g., lifestyle, economy, religion). Select one clothing characteristic (e.g., the hemline) and graph its change over the last 100 years. Note societal factors that may have contributed to the changes. Share graphs in class and compare your findings.	80
Watch two TV programs, one set in a previous time period (e.g., 1800s, 1950s) and one set today. Identify societal factors which influenced the clothing and appearance choices of the characters portrayed in each. Compare and contrast in a class discussion.	
Read about ways in which clothing and appearance choices have been influenced by social factors in different world societies and in different historical periods (e.g., societies: Greek, Roman, Egyptian, African; times: Biblical, French Renaissance, World Wars I and II). Note specific factors responsible for the differences observed. Share your findings in class by discussing how these influences have carried over into contemporary dress.	16 8 37
Locate several school class pictures from different times. Identify styles that dominated clothing and appearance choices in each. Locate several family pictures from different times. Determine whether any of the same styles are present. Suggest societal factors that may have been responsible for the trends or differences observed. Illustrate your findings in a school display.	
Write a description of what you consider to be appropriate dress for individuals (e.g., student, teacher, waitress, 5-year-old child, parent, grandparent, coal miner, salesperson, beautician, office assistant). Identify reasons for your choices (e.g., tradition, activities). Compare descriptions and rationales in class. Summarize the societal factors which influence personal clothing and appearance choices.	192
From current magazines and newspapers, identify recent personal clothing and appearance trends. Brainstorm factors responsible for each (e.g., movies released, political figures and trips, sports figures and events). Summarize the ways in which societal factors influence clothing and appearance choices.	144 140 145
Brainstorm social, environmental and political issues that have brought change to or influenced the clothing, jewelry or shoe industry. In buzz groups, determine the effect of these issues. Chart how present-day problems or events of national interest have influenced fashion designs or the effect each has had on our way of life or attitudes about clothing. Share information through class reports.	142 132 133 146

SUGGESTED COURSE GOAL *The student will be able to cite forms of clothing which have emerged as a direct result of environmental conditions, resource availability and aesthetic preferences of people in different cultures.*

LEARNING EXPERIENCES	RESOURCES
View *Culture and Costumes: The Great Clothes Put On.* Discuss factors illustrated which affect clothing choices. Summarize under the headings: climate, environment, resources and aesthetics.	230
View pictures from *National Geographic* illustrating clothing of different cultures. Identify factors related to climate, environmental conditions, resource availability and aesthetics that could possibly account for the differences. Select a culture in which you are interested (e.g., country or subculture of a country) and research ways in which these factors have affected clothing forms in it. Share your findings in class, illustrating with pictures, if possible.	143 13
Invite a speaker from another country or culture to discuss clothing practices of his or her people. Ask about factors responsbile for these practices (e.g., climate, environment, resources, aesthetics). Summarize by comparing these factors with those present in your own country or culture.	
View *Clothing Around the World* or *Clothing in Early America.* Given a description of a hypothetical culture, determine the types of clothing which would probably be worn. Consider factors such as climate, environment, resource availability and aesthetic preferences. Share ideas in class and compare the different cultures illustrated.	244 246
Read *From Folk Costume to Modern Fashion.* Brainstorm other examples of fashion that have folk costume origins. Locate pictures to illustrate your ideas. Summarize the relationship between cultural aesthetic preferences and emergence of clothing forms.	69
Invite several persons who have lived in different climates to discuss the ways in which clothing practices were affected by it. Working in groups, research clothing worn by persons in various climates: cold, humid, hot, hot-humid, wet, moderate. Share findings in class and summarize the relationship between climate and emergence of clothing forms.	
Wear or bring to class an article of clothing that was designed primarily with climatic and environmental conditions in mind (e.g., ski jacket, swimsuit, raincoat). While displaying it, identify the features which make it especially suitable for its intended use. Summarize the ways in which clothing emerges as a result of climatic and environmental factors.	145
Describe an imaginary city of the future. Identify the ways in which clothing would be affected by the physical environment and the resources available (e.g., undersea or underground city; no petroleum products available). Share ideas in class. Summarize by making predictions about the future of clothing in relation to probable environmental conditions and resource availability.	
Take a trip to a museum and view the types of clothing displayed. Speculate about ways in which climate, environmental conditions, resource availability and aesthetic preferences influenced design. Summarize what you learned in a class discussion.	

SUGGESTED COURSE GOAL *The student will be able to explain the relations among dress forms and status, group identity, self-expression, sexual attractiveness and modesty.*

LEARNING EXPERIENCES	RESOURCES
Write a paragraph describing your favorite television character. Share in class. Analyze paragraphs to determine if any reference was made to clothing. If so, point out the ways in which these references helped facilitate the descriptions. Try rewriting your paragraphs without referring to clothing. Determine how the task differed from the first. Summarize the importance of dress as a personal descriptor.	
Read "Building Your Own Image" in *Guide to Modern Clothing.* Formulate individual answers to the following questions: How important is clothing in your life? How does clothing affect one's behavior? What role does clothing play in the world of work? How does clothing affect personal relationships? Share answers in class. Discuss the relation between dress and the image one projects.	38
Create a slide or picture show illustrating various current dress forms. Write a script describing how each form relates to status, group identify, sexual attractiveness and modesty. Point out modifications which could be made in the forms to project a different image.	183
Think of a time when you felt uncomfortable because of your choice of dress. Write a short paragraph describing why you felt uncomfortable. Form a panel of volunteers to share paragraphs. Summarize by discussing the relationship between dress and feelings of comfort in interpersonal relations.	38 16 183
Read "How Clothing Meets Basic Needs" in *Personal Perspectives.* Identify reasons people tend to dress alike (e.g., to be accepted, liked, wanted, important, successful). Discuss how the values of a group are reflected in the ways they dress. Summarize the psychological needs clothing meets.	29
Collect clothing advertisements that appeal to various emotions and psychological needs. Place on the bulletin board and label each according to the appeal used. Discuss ways in which clothing manufacturers capitalize on the relation between dress and the concepts of status, group identity, self-expression, sexual attractiveness and modesty.	8 16
Interview people in your community who wear uniforms (e.g., band members, football players, police, clergy, nurses, service station attendents). Find out how the uniforms make them feel. Questions might include: Does wearing a uniform make you feel different? If so, how? Do you think you act differently when in uniform? Is it important to you to wear a uniform? How does your uniform affect your ability to perform your job? Would you rather not wear a uniform? Compile results in class and discuss the relationship between uniforms and status, group identity and self-expression.	

SUGGESTED COURSE GOAL *The student will be able to identify forms and methods of physical adornment other than clothing items used today.*

LEARNING EXPERIENCES	RESOURCES
Brainstorm methods and forms of physical adornment used in our society today (e.g., hairpieces, cosmetics, jewelry, glasses, watches, nailpolish, tattoos, body painting, hair coloring, scarves). Find magazine pictures of each and create a collage. While sharing collages, discuss positive and negative feelings toward each form of adornment illustrated. Identify reasons for your feelings.	
Read about forms and methods of physical adornment used in cultures other than your own (e.g., reconstruction of the ear, scarring, lip plates). Locate pictures which illustrate your findings. Post on bulletin board. Compare and contrast these forms and methods with those used in our own culture.	143 183
Keep a diary of forms and methods of physical adornment you see used in your school and community for one day. Share observations in class. Discuss reasons various forms are used.	
Study the history of the millinery business. Construct a graph illustrating style and popularity trends through the years. Speculate about the future of millinery as a form of physical adornment.	
Read "Jewelry's New Dazzle." Identify the types of jewelry being designed today. Discuss the significance of jewelry as a form of physical adornment in our society. Compare with its significance in other cultures.	19
Study the past, present and possible future uses of cosmetics. Invite a representative from a cosmetic department or business to demonstrate the use (including application) of various types of cosmetics. Summarize techniques used and the effects created by each. Follow-up by preparing an exhibit of various types of cosmetics, including descriptions of the purpose and use of each type.	
Bring an item to class that is used for physical adornment. In a class discussion, compare the messages various items convey. Summarize by speculating about the messages various items will convey in the future.	
Find pictures of tattoos. Share in class. Discuss the role of tattoos in physical adornment by comparing past and present trends.	
After brainstorming forms and methods of physical adornment other than clothing, identify those that can be made at home. Construct a new item or remake one you already have. Share in class and discuss ways in which items can be used. Display items in a school or room showcase.	

SUGGESTED COURSE GOAL *The student will be able to define "fashion" and related terms such as "fad" and "style."*

LEARNING EXPERIENCES	RESOURCES
Working in small groups, write definitions for the word "fashion" and related terms and phrases (e.g., fad, style, high fashion, fashion cycle). Read one or more passages describing fashion in a text of your choice. Make any changes desired in your previously formulated definitions. Share in class along with definitions of other fashion-related terms and phrases you learned.	8 16 10 1
Divide into groups according to the color of individual cards handed out at the beginning of class. In groups, discuss questions related to fashion (e.g., What is the difference between fashion and style? What is fashion? What is a fad? What is the difference between fashion and fad? What is the difference between fad and in-style?). Rotate questions until all groups have had an opportunity to discuss them. Share results in a class round robin.	
Using new and old pattern books and magazines, find pictures which illustrate the various aspects of fashion over time as previously defined (e.g., fad, fashion, style). Analyze each picture and make a list of the specific clothing and accessory items shown. Determine which items and variations of the items should be classified as fashions and which should be classified as fads. Share your findings in class.	198
View *American Woman: 200 Years of Authentic Fashion* and *American Man: 200 Years of Authentic Fashion.* Summarize those characteristics of clothing which make up fashion as opposed to fad. As a follow-up, research the historical relationship between fashion and physical comfort. Relate your findings to the difference between fad and fashion.	239 238
After studying past clothing fads and fashions, organize and stage a fashion show which illustrates them. In the accompanying commentary, point out the differences between the two concepts.	
Working in groups, write an article for the school newspaper entitled "Fad vs. Fashion." While describing the differences between the two concepts, speculate about fads and fashions which are likely to occur in the future. Share articles in a class discussion and select one (or a combination of several) to be submitted to the newspaper editor.	
Make a list of the ways in which the dress of different age groups differs. Discuss possible reasons for the differences. Relate to the concepts of fashion, fad and style.	
During one fifteen-minute period of the day, observe and record the types of dress you see being worn by people around you. Label each item as fad or fashion. Share your findings in class and discuss the differences between the two concepts.	
Survey members of your community to determine various clothing needs according to occupation (e.g., farmer, barber, teacher). Share findings in class and discuss the difference between fad and fashion as it relates to clothing needs versus adopted clothing preferences.	

SUGGESTED COURSE GOAL *The student will be able to identify current examples of fads and fashions.*

LEARNING EXPERIENCES	RESOURCES
Invite a fashion buyer or clothing store manager to bring a variety of clothing and accessories to class which illustrate current fads and fashions. Ask the person to discuss fashion repetitions and the importance of consumer acceptance in determining fads and fashions. Summarize what you learned.	
Take a field trip to a local clothing store. Examine individual items, taking note of the various fads and fashions displayed. Discuss your findings in class, listing characteristics of the various fads and fashions observed.	
View *Young Fashion Forecast* and/or *Getting It All Together.* Discuss the characteristics of the current fads and fashions shown.	267 250
Using current newspapers, magazines or pattern books, find examples of a variety of fads and fashions. Form a collage depicting the progression from "way-out fad" to "widely accepted fashion."	133 144 140 142 146
View one or more TV shows set in a contemporary time frame. Make a note of the types of dress worn by the characters. In class, analyze each type in terms of its standing in the fashion trend cycle.	165
Invite a person from another country to discuss current fads and fashions in his or her native homeland and that country's influence on worldwide fashion. Compare with current U.S. fads and fashions.	
After looking through current newspapers, magazines and pattern books, identify what you feel is the most popular clothing fad today. Write a short paper describing how much it costs, how long it will probably last and whether you would purchase it. Share papers in class and summarize the current fads illustrated.	
Select pictures from magazines or books or current fashions that are suitable or can be adapted to handicapped persons. Given specific case studies, identify alternatives to current fashion. Share results in a class discussion.	
Brainstorm how fashion would be different due to the following circumstances by using the "what if" technique: What if there were no TV? What if there were no fashion magazines? What if there were no petroleum fibers? What if the government set the styles? What if there were another severe depression?	
Read from a selected list of non-texts set in the future. Compare various authors' conceptions of future fashion. Sketch a fashion of the future. Share pictures while discussing the fashions.	161
Identify a fad or fashion which originated from the clothing or style of a celebrity. Find pictures to illustrate. In a class discussion, summarize how it related to fashions of that time.	

SUGGESTED COURSE GOAL *The student will be able to identify ways in which dress communicates self-concept, attitude, role and status.*

LEARNING EXPERIENCES	RESOURCES
View *Clothing Communicates* or complete *Clothing Expresses You.* List possible reasons people dress as they do. Discuss the relationship between clothing and personality (e.g., How does personality affect clothing choices? How does clothing affect personality?).	245 106 157
Read "What's Important" from *Let's Get It Together: Everybody Guesses.* Identify ways in which the character's dress communicated impressions about his or her self-concept, attitude, role and status. Relate your findings to real-life situations.	175
Read a children's story related to dress (e.g., *The Hundred Dresses, The Velveteen Rabbit, Five Hundred Hats of Bartholomew Cubbins).* Afterward, summarize the ways in which dress communicated impressions related to self-concept, attitude, role and status in the story.	14 47 11
Make a list of several famous people. Select one person and find pictures of him or her in magazines and newspapers. Prepare a report for class describing how the person you chose dresses and what he or she is revealing about himself or herself by it. After hearing all reports, summarize the ways in which dress communicates self-concept, attitude, role and status to others.	
Using magazines, newspapers and reference books, find pictures of persons dressed in a variety of different ways. Share pictures in class and discuss "first impression" reactions to them. Categorize responses according to impressions dealing with the self-concept, attitude, role and status of the persons depicted. Summarize by identifying specific aspects of the appearances that accounted for the differences discovered.	16 152 167
Develop T-shirt slogans that would communicate various self-concepts, attitudes, roles and so on. Show your list to 5-10 people of different ages and occupations and have them choose the one(s) they would feel most comfortable wearing. Report your findings in class and analyze the relationships observed between choices and attitudes, self-concepts and roles.	164 159 177 180 187
Seat yourselves as a class in a large circle. As a large bowl of apples is passed around, select one apple. Look at the apple carefully and then replace it in the bowl. Pass the bowl around again and try to identify the apple you originally had. Tell why you were able to identify your apple the second time around. Discuss the significance of outward appearance in creating lasting first impressions.	157
To discover how easily first impressions are made, view pictures of the same person wearing several different garments. Discuss reactions to the person in each case. Summarize by describing clothing that could be worn to make a desired first impression on one or more specific occasions (e.g., applying for a job, going to a new school, meeting a friend's parents). As a follow-up, select one of these occasions and create a collage illustrating the type of clothing you feel would be appropriate for it. Share collages and discuss what is being communicated by the type of dress illustrated in each.	
Survey several local businesses to discover what is considered appropriate dress for various occupations. Compile results in class and discuss possible reasons for your findings. Use what you learned to develop a brochure entitled "Dressing for a Job."	

SUGGESTED COURSE GOAL *The student will be able to explain how clothing is a tangible and visible image of the values and ideals of an era.*

LEARNING EXPERIENCES	RESOURCES
Working in small groups and given pictures of clothing worn throughout history, together with descriptions of the values and ideals of various eras, match styles with the values and ideals they probably represent. Share decisions in a large group discussion and point out the reasons behind them. Summarize by comparing the styles, values and ideals of past eras with those prevalent today.	173 188 154
Study the evolution of the bathing suit from 1900 to the present. Working in groups, collect pictures or make drawings to illustrate the changes in 10-year intervals. Compile your work and discuss how the changes discovered reflect changes in values and ideals over time.	
In pairs, select a decade and study the ways in which values and ideals of the times influenced clothing choices. Report your findings in class, illustrating them with pictures, if possible. As a follow-up, stage a fashion show of clothing from various eras. In the accompanying commentary, describe how each style reflected the values and ideals of the era in which it was worn.	
Interview your parents and grandparents to find out about clothing they wore. Ask questions such as: What did the clothes look like? Were they comfortable? Functional? What values did they represent? How have those values changed? Look through old photo albums, if possible. Report your findings in class and illustrate with actual pictures when available. Summarize by comparing the values and ideals expressed by clothing over time.	
Find several pictures illustrating contemporary men's and women's clothing. Describe the values and ideals the various items represent. Think of values and ideals that will likely be present in society ten, 30 and 50 years from now. Predict what clothing will look like as a result of those values and ideals.	

SUGGESTED COURSE GOAL *The student will be able to assess the extent to which the meaning and evaluation of beauty and personal appearance are affected by the cultural background of the viewer.*

LEARNING EXPERIENCES	RESOURCES
Write a personal definition of beauty. Share definitions in class and identify related terms used to describe the concept. Using these as a basis for discussion, answer the following questions: What determines beauty? How is it determined? Why does it differ from person to person, area to area and country to country? Rewrite definitions to reflect new insights gained.	
View *Johnny Lingo*. Discuss the concept of beauty as seen by the inhabitants of the village depicted. Questions might include: What were the standards of beauty in the village? How did these standards differ from Johnny Lingo's? What caused Mahoma to change her conception of beauty? Summarize by relating what you learned to real-life situations you have experienced or heard about.	231
Working in small groups, select a culture (e.g., a U.S. subculture or that of a foreign country) and find pictures illustrating its concept of beauty. Consult appropriate references to determine how these concepts originated. Present your findings to class and discuss steps that can be taken to better understand differing concepts of beauty and personal appearance in the future.	143 8 161 183
View *Ethnic Heritage*. Summarize the ways in which the meaning of beauty is affected by the cultural background of the viewer. Invite one or more persons from different cultures to discuss how their background affects their choice of clothing. Relate what you learned to the cultural variations pointed out in the filmstrip.	247
After studying types of personal clothing and physical adornment common in other cultures, prepare a slide show illustrating your findings. Speculate about how beauty and personal appearance are evaluated in each of the cultures illustrated. Compare with the way it is evaluated in your own culture.	
Using magazines, newspapers and television presentations, locate examples of the typical American image of beauty. Share your findings in class and compile a list of characteristics of this image. Compare with the image of beauty held by persons in other cultures (e.g., ethnic and religious groups in the U.S. or people of foreign countries).	144 140 142 137 143

SUGGESTED COURSE GOAL *The student will be able to relate the concept of stereotype to personal life.*

LEARNING EXPERIENCES	RESOURCES
View *Becoming Aware.* Using the game "Being Aware" in the same kit, describe the characters portrayed in terms of the way they are dressed. Summarize by discussing the relationship between dress and the ways in which people are stereotyped.	103
Given a collection of pictures of people dressed in a variety of different uniforms, describe each person's occupation. Think of other occupations the persons might be engaged in (e.g., a nurse, waitress and beautician may all wear similar uniforms, as might a policeman and security guard). Discuss the role clothing plays in stereotyping people by relating what you learned to real-life situations you have encountered.	
Draw a card from a stack listing various occupations and lifestyles (e.g., movie star, policeman, priest, homemaker, lifeguard, surfer). Describe the person on your card to the rest of the class so they can guess who it is. After all persons have been identified, determine how often dress was used in the descriptions. Discuss the advantages and disadvantages of attempting to categorize or describe people according to their dress.	45
Brainstorm several personal appearance stereotypes (e.g., professional, grandmother), describing the clothing that typifies each. Discuss the importance of selecting clothing that projects the image one wants others to receive.	
Working in groups and given pictures of various clothing styles, dramatize how persons wearing the different styles might act in various situations. Discuss how clothing is often seen as a descriptor of personal behavior, whether accurate or not.	

SUGGESTED PROGRAM GOAL

The student will know how to acquire and care for apparel and textile products in a manner which meets personal needs.

Classroom teachers should develop their own performance indicators related to these suggestions, continually altering them to reflect local concerns, changing societal and environmental issues, and new discoveries that may influence information and technology.

SUGGESTED COURSE GOAL *The student will be able to define general terms related to fibers and fabrics.*

LEARNING EXPERIENCES	RESOURCES
Working alone and using clothing textbooks for reference, complete a textile-related crossword puzzle. Correct puzzles as a class and review missed terms. Discuss the differences between closely related and closely sounding words.	200 38 12
Complete a word-search puzzle by locating and circling words related to fibers and fabrics (words may be printed forwards, backwards, horizontally, vertically or diagonally). Choose five of the words you circled and use each in a complete sentence.	8 16
Play *Textile Bingo* by matching definitions given orally with terms written on bingo cards. Afterward, review textile terms learned by orally defining at least one which was new to you.	1 15 216
View *Introduction to Textiles.* Review what you learned by writing definitions in your own words for each of the textile terms presented.	206 184
Take a field trip to a local clothing or fabric store and make a list of textile terms found on hang tags, board ends and store signs. Look through a daily newspaper and add any additional terms used in clothing advertisements. When lists are complete, organize a word puzzle design contest. Rules: Entries must be definition-type word puzzles (e.g., crosswords, anagrams). Entries must incorporate as many words as possible from developed word lists. Judges and winner categories (e.g., most challenging, best use of space) are to be specified prior to the start of the contest.	
Prepare a fabric exhibit for the classroom based on the poster *101 Durable Press, All Wool, Cotton Blended, Funky Flannel, Wide Wale Textile Terms.* Use as a reference for future review of terms related to fibers and fabrics.	211
Read *Today's Textiles.* Prepare flash cards using the textile terms defined in the text. Use for future review of terms related to fibers and fabrics.	98

SUGGESTED COURSE GOAL *The student will be able to outline the basic processes by which fabrics are made.*

LEARNING EXPERIENCES	RESOURCES
View *Discovering Fibers & Fabrics* in kit 108. Make a list of the processes by which fabrics are made (e.g., weaving, knitting, interlocking fibers, lacing). Working in pairs, identify the process(es) used to make the clothing you are wearing. Share your observations in a class discussion.	108
View *Clothing: A Pair of Blue Jeans.* Write a brief summary of the way in which the fabric for the jeans was constructed. Share summaries in class. Compare this method of fabric construction with others that are used for clothing by viewing the chart "Biography of a Blouse" in *Teen Guide to Homemaking.*	226 1
View graphic illustrations of the various methods of fabric construction (e.g., types of weaves, types of knits). Given several fabric samples and a magnifying glass, identify the method that was used to construct each of them. In a class discussion, indicate how you were able to tell the difference between the methods used.	16 20 21 46 45 38
View *Weaving with Looms You Can Make.* Using small (e.g., 8" x 8") cardboard looms, make samples of the three basic weaves: plain, satin and twill. If yarn is not available, use colored construction paper to make samples of the weaves. Discuss similarities and differences between the samples by pointing out the position of warp and filling yarns in each weave.	235
Invite one or more persons to demonstrate different techniques of fabric construction (e.g., weaving, knitting, crocheting, knotting, tatting). Summarize the steps used in each process. Look at your clothing at home and identify the process(es) used to make the fabric in five of your garments. Share findings in a class discussion.	
Take a field trip to a fabric manufacturing company (e.g., Pendleton Woolen Mills, Jantzen Knitting Mills, Stretch and Sew) to observe the processes used to construct various fabrics. Summarize what you learned by pointing out observations during a class discussion.	
After studying the basic processes by which fabrics are made, write a paper describing how you think they may be made in the year 2155. Share papers in class and discuss reasons for the various predictions.	
Working in groups, make a display illustrating different methods of fabric construction and their variations (e.g., jacquard, damask, brocades). Use to review what you have learned about the processes of constructing fabrics.	

SUGGESTED COURSE GOAL *The student will be able to describe the ways in which the properties associated with various fibers, fabric structures, color and design applications and finishes affect the final fabric.*

LEARNING EXPERIENCES	RESOURCES
View *Understanding Today's Textiles, Textiles for Everyone, Textiles for Today* and/or *The Textile Scene.* Summarize factors that affect fabric performance (e.g., fiber type, fabric structures, color and design application, and finishes). Investigate each property separately:	127 260 261 124 185
Fiber Type	
Interview members of your family or family friends to determine how the introduction of synthetic fibers affected their lives (e.g., ease of clothing care, difficulties with fibers, effect on use of natural fibers). Report your findings in class. Review the provisions of the Textile Products Identification Act and prepare a chart illustrating fiber classification. Discuss the differences between general and manufacturer terms used to describe fibers.	127 8 1 16 171
View samples of various natural and synthetic fibers. If possible, examine each under a microscope to determine characteristics of the fibers. In chart form, summarize how the characteristics affect wearability before application of finishes (e.g., warmth, absorbency, wrinkle recovery, strength). Relate what you learned to a discussion of possible reasons different fibers are blended in fabrics (e.g., cotton and polyester, wool and nylon).	123 197 107 120 155
Given labeled samples of several natural and synthetic fibers, conduct burning tests on each. Note the way in which each fiber ignites, burns and extinguishes. Conduct acetone tests on each and note the reaction. Summarize what you learned by identifying unlabeled fabric samples using burning and acetone tests.	176
Dye several samples of natural and synthetic fibers. Wash each several times. Compare the ability of different fibers to retain color.	
To review the characteristics associated with different types of fibers, play a textile card game. Game Components–total of 52 cards: 1 each naming the fibers–wool, cotton, linen, silk, arcylic, modacrylic, glass, nylon, spandex, polyester, rayon, acetate, metallic and 3 cards per fiber, each listing a different property associated with it. Game Directions–2-6 players: 1. Shuffle and deal out all cards. 2. Take turns drawing 1 card from another person, moving clockwise. 3. Match sets of 1 fiber and 3 property cards. Place sets face up on table as received. 4. The person with the most matched sets wins.	
Using pamphlets, textbooks and other resources, develop a fiber facts booklet which includes the following: definitions of natural and synthetic fibers, fiber characteristics and actual samples, if possible. Use as needed for future reference.	92 91 102 112
Fabric Structures	
Select various fabric samples of similar fiber content but with different fiber and weave structures. Conduct one or more serviceability tests on them: 1. Strength of yarn (e.g., compare strength of yarns twisted to various degrees, compare strength of warp and filling yarns in relation to length of fibers). 2. Density of weave (e.g., hold fabrics up to light, try to tear or puncture, compare snag resistance, flammability, feel after washing, degree of stretching and raveling). Repeat the processes with single and double knits. Summarize your findings in chart form.	59 236
Color and Design Applications	
Place in the bottom of your shoe a piece of fabric stitched to a piece of white fabric and "wear" it for a few hours. Report findings. Discuss color-fastness as it relates to the wearability of different fabrics.	

View *Coloring Cloth.* Working in groups, dye fabrics using the following techniques: tie-dyeing, batik, piece-dyeing and yarn-dyeing. Predict the serviceability of the fabrics colored by each method. As a follow-up, conduct washability tests on fabrics dyed in each manner. Summarize your findings in a class discussion. 199

Conduct washability tests on several fabric samples with different design applications (e.g., leather, flocking, yarn embroidery). Summarize the relationship between design application and fabric performance.

Finishes

View *Textiles–It's All in the Finish* or *Finishings of Cloth.* Make a list of the basic types of finishes applied to fabrics (e.g., stain-repellents, water-repellents, flame retardants, shrinkage retardants, wrinkle retardants, decorative). Collect hang tags from various clothing items and make a note of the commercial terms used to describe each of the finishes. Summarize your findings. 262 203

View *Your Clothing Can Burn.* Test a variety of treated and untreated fabrics for flammability (e.g., a flame retardant finish can be applied to fabric by mixing 1 gallon hot water, 1493 borax and 403 powdered boric acid and dipping fabric in it). Summarize your findings and discuss in relation to governmental regulations related to flammable fabrics. 237 160 166

Collect several pieces of fabric labeled water and stain repellent. Test the effectiveness of the finishes by comparing the performance of these fabrics with untreated fabrics of similar fiber content (e.g., apply drops of water, ink, coffee). As a follow-up, compare the performance of home treated fabrics (e.g., with Scotch-Guard) with factory treated. Summarize your findings in a class discussion.

Assemble several samples of permanent press fabrics. Compare each with untreated fabrics in terms of wrinkle recovery and permanently pressed-in fold lines. Summarize your findings.

Assemble several samples of Sanforized and un-Sanforized fabric of similar fiber content. Measure each of the samples and then wash and dry them. Measure again. Compare the amount of shrinkage that occurred. Summarize your findings.

SUGGESTED COURSE GOAL *The student will be able to identify factors which affect the initial and maintenance costs of various types of fabrics.*

LEARNING EXPERIENCES	RESOURCES
Select a fabric you are interested in and research the factors affecting its initial cost (e.g., cost of fiber production, cost of fabric construction and finishing, demand, availability). Summarize the factors which seem to have the greatest impact on the initial cost of the fabric and report your findings in class.	16
After choosing a type of garment (e.g., sweater, blouse, coat, slacks), visit a local department store and identify several types of fabrics in which the garment can be purchased. Read the care labels attached to each garment and make a note of the care each fabric requires. Investigate the costs of that care (e.g., machine washing, hand washing, dry cleaning, ironing) in terms of time, money and energy required. Summarize what you learned and report your findings in class.	
Interview several parents who have small children to find out about factors that affect the maintenance cost of fabrics used in children's clothing. Questions might include: What types of fibers are easiest/hardest to maintain? What types of fabric construction are easiest/hardest to maintain? What finishes have proven useful in reducing maintenance costs? Summarize what you learned in a class discussion.	
With the help of one of your parents, write a short essay describing an unsatisfactory fabric-related purchase (e.g., not colorfast, too costly to keep clean, shrank when laundered properly). Tell what was learned from the experience. Share papers in class and summarize factors described that affect the initial and maintenance costs of the fabrics.	

SUGGESTED COURSE GOAL *The student will be able to select fabrics which would be personally satisfying and suitable for specific clothing and textile products.*

LEARNING EXPERIENCES	RESOURCES
Read "Building Your Own Image" in *Guide to Modern Clothing.* Identify the factors (e.g., colors, textures, designs, cost, performance) that make fabrics satisfying and useful for different people. Discuss ways in which suitability of fabric for different uses has changed over the past 25 years (e.g., crocheted bathing suits, denim dresses and suits). As a follow-up, write a short paper describing the type of fabric that you would consider personally satisfying for a specific clothing use.	38
Given pictures or drawings of several different garments and textile products (e.g., from pattern envelopes) together with fabric swatches, select at least one fabric which would be appropriate for each use. Be sure to consider factors related to fabric performance (e.g., durability, resiliency, flammability) and cost (both initial and maintenance). Share selections in a class discussion. As a follow-up, identify a fabric which would be suitable for a personal clothing or textile product use.	
Working in groups, make a list of factors to consider when selecting fabric for a specific clothing use (e.g., for sports, cold weather, children's clothing). Share lists in a class discussion. Visit a local clothing store and identify five fabrics which would meet the criteria for each use. Report findings, including specific information about each of the fabrics (e.g., fiber content, treatment, shrinkage, care requirements, price).	12 8
View "Trunk Show" from Discount Fabrics or other fabric store. After looking at the examples of clothing constructed from various patterns, choose one garment to evaluate. Considering factors important to you (e.g., color, price) as well as factors related to suitability of fabric for pattern (e.g., weight, resiliency) and use (e.g., durability, care, flammability), determine whether you would make the same choice of fabric for the garment. Share evaluations in a class discussion.	218

SUGGESTED COURSE GOAL *The student will be able to identify ways in which clothing needs can be met for the general population and for people with special problems.*

LEARNING EXPERIENCES	RESOURCES
Using *Thresholds to Adult Living* as a resource, make a list of reasons people wear clothing (e.g., protection, modesty, group identity, self-expression, status). Working in groups, find pictures of clothing which would meet each of these needs. Create a collage illustrating your findings and use for future reference.	9
Survey members of your community to identify clothing needs related to occupations, age, activities, maternity and size. Visit one or more specialty shops which attempt to provide these types of clothing (e.g., maternity wear, uniforms, small and large sizes, sports, children's wear, teen apparel). Interview the manager of the store(s) to find out more about the needs of customers and how the store attempts to meet them. Share your findings in a class discussion.	
Invite a panel of parents to discuss the clothing needs of infants and children. Ask them to identify specific concerns at each age (e.g., flammability, durability, room for growth, freedom of movement, allergies to fabric, washability). Working in groups and using available printed materials, develop lists of criteria to use in selecting clothing for children at various ages. Share your work as a class and compile a brochure to distribute to interested persons.	56
Brainstorm types of handicaps that may require special clothing (e.g., arthritis, blindness, loss of use of limb or amputation, wheelchair-related condition). Select a card from a stack describing various types of handicaps and role play getting dressed with a condition you chose. Summarize what you learned. As a follow-up, choose a particular handicap and prepare an illustration (e.g., pictures or drawings) of types of garments that would appropriately meet the needs associated with it. Share your work by creating a department display.	
Interview one or more elderly persons to identify the special clothing needs of this segment of the population. Start a list of needs. Read the pamphlet *Clothing for Senior Citizens* and add any other clothing needs identified. Share your findings in a class discussion. As a follow-up, work in groups to design articles of clothing which would meet the needs identified. Present designs in a large group session. Summarize the ways in which the designs meet the special needs for which they were developed.	60 51
Given four profiles of unrelated individuals (e.g., basketball player, college student, office executive, first-grade child), identify their specific clothing needs. Using a form of your own choosing (picture story, photographs, drawings), illustrate ways in which their needs could be met. Share your work in a class discussion.	46

SUGGESTED COURSE GOAL *The student will be able to assess general factors which affect quality and quantity of clothing items one can, does and may want to purchase.*

LEARNING EXPERIENCES	RESOURCES
Read pamphlet *Your Clothing Dollar.* Summarize factors that affect the quality of clothing items (e.g., fiber content, finishes, construction features, design). Use what you learned to develop a chart describing the characteristics of low, medium and high quality clothing. Given several ready-made garments from a local department store, develop a "quality rating" for each. Compare quality ratings with cost and discuss reasons for the differences discovered.	101
Arrange to have a class "White Elephant Day." Bring items of clothing from home that you purchased but after wearing/cleaning you do not like. Share items in class and identify reasons they are considered "white elephants." Categorize reasons in chart form (e.g., headings might include factors related to quality, care received, relation to other clothing). On the following day, work in groups to identify ways these factors are related to the quantity of clothing one has to wear (e.g., hasty buying and improper care decreases the size of one's wardrobe). Summarize by making a list of ways to avoid purchasing "white elephants."	1
Working alone, answer the following questions: 1. How do you acquire most of your clothing (buy, make, recycle)? 2. Are there certain items of clothing you wear more often than others? Which ones? 3. Are there items of clothing you wear for a longer period of time than others? Which ones? 4. Do you consider construction features of clothing items before you buy? Which ones? 5. To what extent is price a consideration in your clothing purchase? 6. Do you look at care labels before you purchase clothing? What factors specifically do you examine? Share responses only if you wish to do so. In a class discussion, however, summarize ways in which each of the factors relates to the quality and quantity of clothing items a person can, does and will want to acquire for personal use.	
Given a family case study describing family income, ages and sex of family members, occupations, values, lifestyle, activities, skills and time available, determine the quality and quantity of clothing members of this family would be able and would be likely to acquire. Be sure to consider each of the individual and family characteristics described and be able to justify your determinations. Share and compare results in a class discussion. Summarize factors which affected quality and quantity of clothing items one can, does and will want to acquire.	
Plan a vacation you would like to take and write a short description of what you would do and how long you would be gone. Make a list of specific clothing items you would take with you assuming: you could spend no money; you could spend $25; you could spend $100; you could spend an unlimited amount of money. Include descriptions related to ways of acquiring clothing and levels of quality, as appropriate. Compare your choices with those of your classmates and summarize ways in which personal resources as well as the price and intended use of clothing affects the quality and quantity.	

SUGGESTED COURSE GOAL *The student will be able to identify the advantages and disadvantages of various ways of acquiring clothing.*

LEARNING EXPERIENCES	RESOURCES
As a class, brainstorm possible ways of acquiring clothing (e.g., home sewing, buying ready-to-wear, trading, remaking old clothing, hiring a dressmaker or tailor). List each method on a chart. Working in small groups, identify the possible advantages and disadvantages of each, considering cost, labor involved, reliability, skills required and personal values. Fill in each section of the chart and compare methods. Share work of small groups in a class discussion.	
Complete a confidential checklist to identify characteristics about yourself which may be related to acquiring clothing (e.g., time and money resources available, skills, values, interests). Use your responses to assess the advantages and disadvantages for you of acquiring clothing in the following ways: buying ready-to-wear, hiring a dressmaker or tailor, making them yourself, recycling. As a class, discuss the relationship between acquiring clothing and time, money and skills available.	
Read the case study "Selma's Secret" in *Let's Get It Together: Everybody Guesses.* Summarize the advantages and disadvantages of remaking clothing items obtained at a thrift store. As a follow-up, visit a thrift store and select an "old" garment. Compute the savings which would result if you were to recycle it rather than buy a similar new garment. (Refer to *Decisions About Recycling Clothing.*) Report your findings in class.	175 72
Working in groups, select an item of clothing and investigate the total cost of acquiring it in each of the following ways: sew from new fabric, remake one purchased at a thrift store, remake one already owned, purchase new, have a dressmaker or tailor construct. (Field trips may be especially appropriate here.) Summarize findings and determine which alternative would be best if cost were the primary consideration.	
Choose an item of clothing you really want. Then assume: that you have $10 to spend for it; that you have $20 to spend for it; that you have $50 to spend for it. Decide how you would acquire the item in each case. Share decisions as a class and explain reasons for making them.	

SUGGESTED COURSE GOAL *The student will be able to identify factors to consider before acquiring clothing which is to be used for specific purposes such as school, work, recreation and formal occasions.*

LEARNING EXPERIENCES	RESOURCES
Invite a fashion coordinator from a local department or clothing store to discuss factors to consider when putting together a wardrobe for a specific purpose (e.g., school, work, recreation). Summarize what you learned about colors and designs, comfort, price, durability and multi-use clothing.	
Play Wardrobe Rummy. Collect pictures of shirts, blouses, pants, skirts, coats, sweaters, socks, shoes, ties, hats and so on. Mount on 3 x 5 cards. In groups of 2-6, proceed as in regular rummy, matching sets of three cards with apparel items that go well together. Before a set is counted, all players must agree that they match. Continue until one player has used all the cards in his or her hand. Discuss factors considered in coordinating clothing outfits and then identify specific purposes for which each matched outfit would be suitable.	
Conduct a survey to determine what parents, teachers and other students feel is appropriate school wear. Compile results and discuss possible reasons for differences and similarities discovered.	
Using the chart in *Dress* or other similar reference, construct a checklist for determining clothing needed for various kinds of activities. Make a list of the activities in which you participate (e.g., school, work, sports). Using the information from your checklist, find pictures of two or three outfits which would be suitable for each activity. Share your work in class and summarize factors which were considered in making the selections.	16 20 8
Visit a local clothing or department store and examine the care labels found on clothing designed for different purposes (e.g., school, recreation, formal occasions). Make a note of the types of information given. In class, discuss the ways in which this information can be used in selecting clothing for specific purposes.	
Working in groups and given different occupations, select five clothing outfits you feel would be appropriate, considering activities and possible time and money available. Share results in a class discussion and identify reasons for the differences discovered.	

SUGGESTED COURSE GOAL *The student will be able to use the principles of wardrobe planning when developing or evaluating an estimated clothing budget.*

LEARNING EXPERIENCES	RESOURCES
Read *Your Clothing Dollar.* Summarize the principles of wardrobe planning discussed. Invite a clothing store representative to demonstrate the principles of wardrobe planning. Given a wardrobe inventory sheet, take an inventory of your present wardrobe. Using what you learned about wardrobe planning, identify your clothing needs and wants and set priorities. As a follow-up, assume you have won a prize of $120, payable in $10 installments over 12 months. Develop a plan for using the money to purchase the clothing you identified as needed and wanted.	101
Complete *Maxi Wardrobe at Mini Cost* by planning a total wardrobe for yourself within a limited budget (to be decided upon by the class). Summarize what you learned about keeping wardrobe costs down.	116
Using current magazines, find and mount pictures of a variety of clothing and accessory items. Price each. Compare the cost of the items in relation to design details incorporated (e.g., plain pockets on jeans vs. embroidered pockets) and possible usability (e.g., plain vs. patterned sweater). Identify those items which would be the best buy from a wardrobe coordinating standpoint. Relate to planning a wardrobe within a given budget.	144 134
Working in groups and given a case study describing a particular family, identify clothing needs and plan wardrobes for the family within different budget levels. Share results and compare differences. Identify wardrobe planning principles that were of greatest value in staying within budget restrictions.	16 8 45

SUGGESTED COURSE GOAL *The student will be able to identify varying effects the elements and principles of design can produce when used in clothing.*

LEARNING EXPERIENCES	RESOURCES
Review the elements and principles of design by reading a section in a textbook of your choice or by inviting the school art teacher to demonstrate the differences between them. Find pictures that illustrate various uses of the elements and principles of design in clothing. Label each and create a bulletin board for classroom display.	8 16 38 29 12
View "Line-Wise Is Design-Wise" and the McCall's "Optical Illusion" posters. Using a black silhouette and white masking tape, create different impressions with balance, rhythm, harmony, proportion and emphasis. Itemize the many differences which can be produced by each. As a follow-up, find pictures of clothing which illustrate the different ways lines can be used to make a person appear shorter or taller, slimmer or wider.	208 213
View transparencies about color in *Line and Color in Clothes.* Using a variety of poster paints and white silhouettes, illustrate how color can be used in clothing to emphasize/deemphasize different areas of the body (e.g., by using different tints/shades and complementary colors) and produce a feeling of balance, rhythm, proportion and harmony. Discuss the effects of the various silhouettes.	115
View *Optical Illusions–Becoming Designs.* Summarize the ways in which fabric characteristics (e.g., texture, weight and design) produce different effects when used in clothing. Visit a fabric store and compare the effect of actual fabrics when held up to a silhouette. Summarize what you learned.	212
Using crayons, glue and fabric scraps, construct illustrations of the elements and principles of design on 5 x 7 cards. On the back of each card write a description of the effects each can be used to produce in clothing. Use as flash cards for a review.	

SUGGESTED COURSE GOAL *The student will be able to cite aesthetic factors which may influence the choice of clothing.*

LEARNING EXPERIENCES	RESOURCES
Working alone, write a definition of the word "beauty" as it relates to personal appearance. Share and compare with your classmates' definitions. Identify factors that influenced the statements (e.g., peer-group perceptions, societal image of ideal body form). Summarize the ways in which perceptions of beauty affect clothing choice.	183
Using fabric scraps available in the classroom, select swatches that would make you feel: happy — comfortable sad — uncomfortable quiet — proud boisterous — unimportant Share fabric choices with your classmates and compare differences. Summarize by discussing how personal feelings about colors and textures affect the choice of clothing.	
Working in groups, identify ways in which choice of clothing is influenced by aesthetic factors related to each of the following: weather or season, occupation, age and peer group, geographic location and activity. Jot down specific examples to illustrate each case. Share your work in a class discussion.	
Using current magazines and newspapers, find pictures of clothing which illustrate an ethnic design influence (e.g., mandarin collar–Chinese; poncho–Mexican). Create a bulletin board depicting each influence identified. Summarize the ways in which cultural and aesthetic preferences influence the choice of clothing.	143 146 144
Given a description of a person (including personal coloring, likes, dislikes, age, cultural background and activities), find an example of a clothing ensemble that he or she would likely find aesthetically pleasing. Justify choices while sharing examples in class.	
Visit clothing or department stores and identify colors, lines and designs currently being emphasized in the clothing. Report findings in class. Discuss possible reasons these clothing characteristics change from year to year. Summarize by identifying those aesthetic factors which seem to be important over time in clothing selection.	

SUGGESTED COURSE GOAL *The student will be able to apply elements and principles of design to the selection of clothing and accessory items which satisfy personal needs and wants.*

LEARNING EXPERIENCES	RESOURCES
Complete an analysis of your physical characteristics using the guide in *Clothing–A Comprehensive Study* or *Fashion Smarts: How to Have Them.* Make a list of the features you would like to emphasize and those you would like to deemphasize when selecting clothing in the future.	8 66
Review the use of the elements and principles of design to emphasize and deemphasize various body characteristics by viewing *Figure Flattery through Optical Illusion.* Using butcher paper, cut out a life-size T-shirt or dress front. Pin it on. With fabric scraps or colored paper, use the elements and principles of design to create three different "garments" that would enhance your body characteristics. Check each in a full-length mirror to confirm the effects. Summarize by sketching each "garment" on a separate piece of paper and noting the element(s) or principle(s) of design used and the effect produced.	248
Select a reference of your choice and read a section which discusses the use of color to enhance skin, eye and hair coloring. Using different colored fabric or paper "garments," experiment with the effect each produces on you. Summarize by listing those colors that do and do not complement your skin, eye and hair coloring.	36 16 38
Using current magazines and catalogs, find pictures of three complete ensembles (garments and accessories) you feel would meet your needs (e.g., activities, resources available) and complement your body characteristics, including hair, skin and eye coloring. Mount on separate pieces of paper with appropriate explanations of why specific colors, designs and textures were chosen.	144 134 140 142
Keeping in mind what you learned about the elements and principles of design and your personal characteristics, select a pattern, fabric and notions for a construction project you feel would satisfy your personal needs and wants. Discuss your choices with your teacher prior to the actual purchase, justifying each.	

SUGGESTED COURSE GOAL *The student will be able to explain the nature of the clothing industry as it affects the quality and type of apparel available in the market.*

LEARNING EXPERIENCES	RESOURCES
Take a field trip to a clothing manufacturer (e.g., Pendleton, Jantzen). View the construction of a garment from start to finish. Identify methods of construction used in the factory. Compare these methods with those used in home sewing. Summarize by discussing how these differences affect garment quality.	
Examine several ready-made garments available on the market. Compare in terms of the following: length and type of stitching, width of hems and seams, fiber characteristics (content, weaves, finishes), design matching and price. Record findings in chart form. Summarize by discussing the relationship among techniques which effectively produce quality garments, techniques which produce garments rapidly and cost of garments available on the market.	4
Working in groups, develop plans for mass-producing a textile product you feel would sell well at school (e.g., pillow, bookmark). As a class, select the most desirable plan and implement in an assembly-line fashion. Summarize what you learned about mass production, with special emphasis on quality control. Relate to the clothing industry by discussing the relation between mass production practices and the quality of apparel available on the market.	7
Invite a manufacturing representative or clothing buyer to discuss factors that influence the type and quality of clothing available on the market. Find out why designs and colors change from season to season and how they are chosen. Ask about quality. What determines quality chosen? How is quality controlled in different lines of clothing? Summarize what you learned.	191
Working in groups, examine samples of clothing from three or four different kinds of stores (e.g., discount, department, boutique). Compare in terms of price, quality and style. Share your findings. Using *Altering Ready-to-Wear Fashions* or *Clothing-Your Way*, study the characteristics of the various types of stores and identify factors which may be responsible for differences in the quality, price and style of the apparel they carry. Report findings in a class discussion.	4 20

SUGGESTED COURSE GOAL *The student will be able to explain the importance of legislation which has been passed to protect and assist consumers in making wise clothing decisions.*

LEARNING EXPERIENCES	RESOURCES
Read chapter 15 in *Textiles for Homes and People.* Select one clothing/textile law discussed and write a brief description of its provisions. Share descriptions and summarize the ways in which each law protects or assists the consumer in making clothing decisions.	46 171
Invite a person from the Oregon Consumer League or State of Oregon Consumer Services Division to discuss ways in which textile legislation has been used to resolve consumer complaints. Summarize what you learned.	
Collect current magazine and newspaper articles dealing with clothing and textile legislation, including issues. Share articles in class and explain how the legislation discussed affects the consumer in making clothing decisions. Summarize by listing several reasons such legislation is important.	138 148 133 132
View *Fire, Fabrics, and You!* Summarize the importance of flammability legislation passed to protect the consumer. As a follow-up, investigate the controversy surrounding flammable fabric legislation. Debate to illustrate both sides of the issue or stage a demonstration of the flammability of various kinds of fabrics. Summarize the problems which might result if fabrics were used for the wrong purposes.	249 160 166
Think of a time you or your family had a textile-related problem. Write a description of the problem and place it in a bag. Working in groups of four, select four descriptions from the bag. Identify specific laws which, had their provisions been used or enforced, may have prevented the problem (e.g., reading care instructions or identifying fiber type). Share findings in class and summarize the importance to the consumer of clothing and textile-related legislation.	1

SUGGESTED COURSE GOAL *The student will be able to identify sources of consumer information available to the clothing purchaser.*

LEARNING EXPERIENCES	RESOURCES
Read chapter 6 in *Guide to Modern Clothing.* Make a list of the sources of consumer information available to the clothing purchaser. Add others you can think of. Working in groups, select one source to investigate. Find out where it can be located and what types of information it provides. Share your findings in class. As a follow-up, complete one or both of the following:	38 135 136 82 211
Design a bulletin board for a school or department display illustrating the various sources of consumer information available to the clothing purchaser.	98
Set up a clothing consumer information center by assembling books, pamphlets and other resource material that would help other students make wise clothing purchases.	
View "The Textile Hangtag" in *The Textile Scene.* Make a list of the types of information found on clothing hangtags and labels. Working in groups, examine three or four ready-made garments and make a note of the types of information found on their labels and hangtags. Share findings in class. Summarize by identifying the use to which each of the types of information can be put by the clothing purchaser. As a follow-up, use what you learned to prepare a hangtag for a garment you construct in the future.	124 91 45 1 82
Using current magazines and newspapers, locate several clothing advertisements. Working in groups, evaluate the ads on the basis of the amount and usefulness of the information provided. Label them as either "useful," "moderately useful," or "useless." As a class, summarize the factors that determine the category in which an ad should be placed. Illustrate what you learned by preparing a bulletin board for classroom display.	144 134 146 140
Select an article of clothing you would like to add to your wardrobe. Make a list of the types of information you would like to have before purchasing it. Locate these types of information and make a selection based on what you learned. Prepare a written report describing your selection and the sources of information used to make it.	
Working in groups, brainstorm ways in which clothing might be purchased in the year 2050. Share ideas with your classmates. Using these ideas, discuss ways in which the types and sources of consumer information may change. Summarize by writing a group prediction entitled "The Clothing Purchaser and Consumer Information in the Year 2050."	

SUGGESTED COURSE GOAL *The student will be able to assess the workmanship, fit and suitability of apparel and textile items prior to acquisition.*

LEARNING EXPERIENCES	RESOURCES
View *Clothing for the Life You Lead* or *The Wizard of Good Appearance.* Summarize factors that should be considered in assessing the workmanship, fit and suitability of clothing items.	227 234
Working in groups and using a bulletin board or posters with the headings "Did You Ever Buy Something That Did Not Fit?" and "Did You Ever Buy Something That Wore Out Too Fast?" develop suggestions for ways these problems could be avoided. Illustrate each with appropriate drawings or pictures. Share work in class and post for future reference.	38
Invite a salesperson or buyer from a clothing or department store to discuss ways of evaluating the workmanship, fit and suitability of apparel and then, working in pairs, select an apparel or textile item and develop a checklist for use in evaluating its workmanship, suitability and fit (if appropriate). Share checklists. Look at a variety of apparel and textile items (actual and pictures) and evaluate using your checklists. Summarize findings in a class discussion.	5 4 8 16
Wear or bring to class an article of clothing you really like and feel good in. Working alone, write a short paper describing the part workmanship, fit and suitability play in your feelings toward the article. Share descriptions in class. Summarize those characteristics under each category (e.g., workmanship, fit and suitability) which were thought most important to personal satisfaction with clothing purchases.	
In a large group situation, react to the statement "Suitability Is an Old-Fashioned Word." Working in groups, identify reasons clothing may or may not be suitable (e.g., weather, occasion, body characteristics). Share responses and summarize factors that need to be considered in assessing the suitability of personal clothing items.	

SUGGESTED COURSE GOAL *The student will be able to explain procedures for returning apparel and textile products which have proven unsatisfactory.*

LEARNING EXPERIENCES	RESOURCES
Invite a panel of persons from several local retail establishments to explain store policies and procedures for the return of unsatisfactory apparel and textile merchandise. Ask questions. Is there any merchandise that is not returnable? Why? How do returns affect store profits and costs to consumers? Are there special conditions attached to returning different types of merchandise? What happens to returned merchandise? Summarize findings and compare differences and similarities among stores.	
Working in small groups and using redress scenarios from *Redress: Examining the Issues*, determine whether the defective products illustrated should be returned. Justify your decisions. Summarize what you learned by making a list of legitimate and illegitimate reasons for returning apparel and textile product items.	119
As a class, role play returning apparel and textile products for various reasons and with different outcomes (e.g., T-shirt with faded trim, jeans with broken zipper, found a better buy, style or color, article didn't fit, salesperson was rude, customer was rude, refund/exchange given or not given). Analyze each situation by answering these questions: · Was the return justified? Why? Why not? Was the outcome equitable? If not, what more could have been done? Did communication/attitude affect the outcome?	
Use what you learned to develop a set of guidelines for returning apparel and textile product items as a follow-up.	
Invite a speaker from the Better Business Bureau or Oregon Consumer League to discuss procedures for registering consumer complaints when not satisfied with a store's action. Summarize what you learned in relation to where to go or write and what to say or do when registering complaints about apparel or textile products.	
Given case studies describing unsatisfactory apparel and textile product purchases, prepare an appropriate letter of complaint. Share in class and vote to select two or three of the most effective. Prepare a cover letter explaining the class purpose for writing the letters and mail to a local store manager asking for his or her reaction. Share responses later in class.	20 38

SUGGESTED COURSE GOAL *The student will be able to determine the rights and responsibilities of the clothing consumer and the clothing industry.*

LEARNING EXPERIENCES	RESOURCES
View *The Textile Scene.* Make a list of rights and responsibilities of the clothing consumer as given in the filmstrip. Use these to develop a list of rights and responsibilities of the clothing industry.	124
Read chapter 6 in *Guide to Modern Clothing.* Make a list of the clothing consumer's rights and the responsibilities associated with each. Prepare a bulletin board which explains these rights and responsibilities. Display for other members of your school.	38
Invite a panel of speakers representing the clothing industry and clothing consumer to discuss rights and responsibilities of each. Examine problems created through misuse of products, ignorance, fraud, and consumer or seller behavior. Summarize what you learned.	
View *Let the Buyer Prepare.* Divide class into two groups, one representing consumer responsibilities and one business responsibilities. Debate a clothing purchase situation (e.g., you need a washable ski outfit, but you buy one that is "dry clean only." You wash it anyway, and it shrinks). Summarize the main points presented from each viewpoint.	254
Role play situations related to clothing consumer and clothing industry rights and responsibilities. For example, given the following garment failures, who is responsible? Poor fit due to relaxation shrinkage or stretching Discoloration caused by chemical finishes Holes resulting from contact with corrosive chemicals, insect damage, mildew Hole in garment when first purchased Skin irritation due to fabric	161 7
What is the consumer's responsibility in making informative labeling work? What is the consumer's responsibility in clothing safety? What is the consumer's responsibility in relation to fabric performance?	

SUGGESTED COURSE GOAL *The student will be able to apply shopping procedures to the purchase of personal and family clothing items.*

LEARNING EXPERIENCES	RESOURCES
Read *Your Clothing Dollar.* Summarize steps discussed that lead to effective shopping. Working in groups, develop lists of criteria for assessing the quality of various types of garments. Visit a local clothing or department store and evaluate several garments using the criteria. Report findings in class and discuss when and for whom each would be a good purchase.	101 38
Bring to class a purchase you recently made which you feel was either a good or bad buy. Explain the reasons for your feelings. Discuss the following questions: Why do prices vary from floor to floor in a store? from one store to another? What can be learned from past purchases? How reliable are brand names? When is a sale really a sale? What pitfalls result from impulse buying? Summarize what you learned by developing a list of procedures to use when making future clothing purchases.	20
Read "A Sale Is Not Always a Sale," "Hang Tag How To," "Behind the Ads" and "Look for the Label" in *Let's Get It Together: Everybody Guesses.* Relate what you learned to past clothing purchases. Develop a list of effective procedures to use in making future clothing choices.	175
Using current newspaper clothing advertisements, locate terms used which relate to "sales" (e.g., end-of-season, special purchase, regularly priced, clearance, close-out, seconds, fire). Analyze each in terms or real versus apparent meaning. Create a bulletin board illustrating what you learned.	
Given the following case study, visit several local stores to determine whether, where and when the described clothing items should be purchased. Share findings in class and justify decisions. Becky and her twin brother Andy are high school students who need to add these items to their wardrobes: Becky: pant shoes, jeans, knee socks, T-shirt, semi-formal dress, scarf. Andy: jeans, tennis shoes, socks, T-shirt, dress shirt, belt. Close to their home are the following kinds of stores: locally owned department store; secondhand clothing store; mall with specialty shops selling shoes, jeans, T-shirts, fabrics; variety stores; catalog store; a large chain department store. Both Becky and Andy enjoy sewing. Each has a part-time job and must purchase clothes with her and his own money.	195
Take an inventory of your current wardrobe. Make a list of items needed. For each item, write a short description of the factors you will consider before purchasing. Visit several local stores and determine which would be the most appropriate place to purchase each item. Save for future use.	

SUGGESTED COURSE GOAL *The student will be able to suggest creative ways worn, out-of-style or poorly fitted fabric or apparel items can be made usable.*

LEARNING EXPERIENCES	RESOURCES
View transparencies *Your Wardrobe Recycled* or read *How to Recycle Clothing by Restyling and Making Over.* Summarize techniques suggested for recycling and restyling various clothing items. As a follow-up, select one technique (e.g., appliqué, application of trim) and prepare a demonstration for the rest of the class.	129 73
Using paper dolls or basic dressmaker patterns, illustrate ways various garments could be restyled or recycled by lengthening, shortening, adding insets, overlays, trims or lace. Prepare final before-and-after displays using pictures or drawings. Mount on bulletin board or create actual models for exhibit in display case.	4 50 58
Bring an item of clothing that needs a "face lift" or other alteration. Hold a class brainstorming competition to see who can think of the most creative and practical ways to make the garments wearable (e.g., repair, re-cut, trim, dye, embroider, appliqué). Select the method which appeals most to you, study procedures involved and apply them. Take before-and-after pictures for school or classroom display.	20 16 38 17
Take an inventory of your wardrobe. List those clothing items you no longer wear and determine why. Suggest two ways each item might be made usable. Share suggestions in class. Implement, if possible.	
As a class or FHA project, collect secondhand clothing items. Repair for persons needing clothing (e.g., handicapped, children, the elderly). Evaluate results of your work.	

SUGGESTED COURSE GOAL *The student will be able to suggest ways in which fabric scraps can sometimes be made into useful items.*

LEARNING EXPERIENCES	RESOURCES
Take a field trip to a crafts fair, flea market or bazaar to identify creative ways of using fabric scraps. Working in groups and given five pieces of fabric from the class scrap box, brainstorm ways of using them (e.g., potholder, appliance cover, scarf, hat, puppet, belt, apron, Christmas ornament, patchwork, appliqué, purse, bathing suit, napkin, placemat). Share ideas and develop a list of possibilities. Select one and create a usable item. Evaluate results in terms of time, energy, cost and satisfaction.	
After brainstorming ways to use fabric scraps, survey a sample of the school population to determine the possible market for each. Select one or more items to produce in a factory-like manner. Sell the items produced and use the proceeds to carry out a public service project.	7
Using several pattern books, identify patterns with pieces that could be cut from fabric scraps (e.g., yokes, sleeves, pockets, cuffs, collars, trims). Select a pattern and create a new garment using only scraps. Evaluate results.	
View a demonstration illustrating ways of saving fabric during pattern layout. With the fabric you saved, make either a garment or non-clothing item for personal or family use.	
Invite a senior citizens' group to demonstrate and discuss quilting techniques. Use what you learned to design and construct a quilt as a class project. Donate it to an appropriate person or cause.	

SUGGESTED COURSE GOAL *The student will be able to identify sources of recyclable fabric and apparel items which may be present in the home, family or community.*

LEARNING EXPERIENCES	RESOURCES

Working in groups, brainstorm possible sources of recyclable fabric and apparel items (e.g., your closet, thrift store, attic, rummage/garage sale). Develop a questionnaire and interview members of your community (e.g., family, friends, thrift store managers) to determine the extent to which each is available. Share findings in class.

Conduct a treasure hunt at a home and bring one recyclable fabric or apparel item to class. Share "treasures" and summarize the types found. Swap items, if desired, and create usable new items from them. Perhaps develop plans for distributing them to someone who could use them.

Organize a fabric and apparel drive in your school or community. Plan and implement a project for utilizing the items collected. Summarize what you learned about sources of recyclable fabric and apparel items.

Take a field trip to a local thrift store and identify types of recyclable fabric and apparel items available. Summarize findings and discuss in relation to other possible sources of recyclable fabric and apparel items.

Take a fabric and apparel inventory of your home. List all items not currently being used. Share findings in class. Summarize types of recyclable fabrics and apparel one might expect to find at home. Suggest other possible sources of the same or similar items.

SUGGESTED COURSE GOAL *The student will be able to select, use and care for equipment used in the construction process.*

LEARNING EXPERIENCES	RESOURCES
Complete *Tooling Up* to learn the names and uses of equipment used in sewing. Draw from a paper bag a picture of a piece of equipment. Identify the name of the item and write a short description of its use. Share pictures and descriptions in a class discussion.	126
View *Use of Basic Sewing Equipment.* Play an equipment guessing game by having a classmate pin the name of an equipment item to your back. Guess what your item is by asking questions about its characteristics and use. Follow up by investigating use and care procedures for your item. Prepare a demonstration for the rest of the class.	219 35 5
Read chapter 9 in *Guide to Modern Clothing.* Given a description of a construction project (e.g., pants, apron, shirt), determine which pieces of sewing equipment would be helpful in carrying it out. Given one or more budget restrictions, evaluate your choices and determine which items could be eliminated. Suggest ways one could improvise to meet needs. Share findings in class.	38 88
Take a field trip to a fabric, sewing or department store to view available sewing equipment. Ask a salesperson or manager to discuss criteria which should be used in selecting various types of equipment. Summarize what you learned by developing checklists to use in selecting each type of equipment. Follow up by using a checklist to select a piece of equipment you may like to purchase in the future.	1 35 5 149 55
View *How to Use a Sewing Machine* or *You and Your Sewing Machine.* Read the instruction manual that came with your school or home sewing machine. Identify parts of the machine, their function and proper use. Practice threading and using the machine. Rewrite the manual instructions so a very young child could understand them or redo one section using only nonverbal directions (e.g., pictures, drawings). Share your work in a class discussion.	205 221
View filmstrips in *First Aid for Sewing Machines.* Given a hypothetical sewing machine problem (e.g., skipped stitches, breaking thread, tangled thread, fabric won't move), list ways to solve it and ways it could have been prevented. Share findings in a class discussion.	109 62 89
Invite a representative from a sewing machine company to demonstrate proper use and care of the sewing machine. Use what you learned to clean your school or home sewing machine.	57
To review the processes of selecting, using and caring for sewing equipment, complete a crossword puzzle. Check answers to see how much you learned.	200

SUGGESTED COURSE GOAL *The student will be able to select patterns, fabrics and notions appropriate for a given construction project.*

LEARNING EXPERIENCES	RESOURCES
View *Figure Your Type and Size.* Working in pairs and using available charts and posters, complete a personal measurement chart and determine your figure or physique type and size.	202 204 222 207 209
Read *What Pattern Type and Size for You* or pages 239-241 in *Guide to Modern Clothing.* Identify factors to consider in selecting a pattern. Using available pattern books, select two or three patterns which would be suitable for you. Choose one for a construction project, if desired, and determine the size you would need.	99 38
View *Begin with the Pattern* or *Know Your Pattern.* Using an actual pattern, identify the types and uses of the information given on the pattern envelope. Practice determining the type and amount of fabric and notions needed for various types and sizes of patterns.	240 253
View filmstrips in *How to Select Fabrics for Garments.* Complete one or more of the following activities: Examine fabrics which illustrate design printed off-grain nap woven, plaid or check small and large overall prints even and uneven stripes and plaids loose and firm weaves novelty yarns and weaves single and double knits Summarize factors to consider in using each for various types of patterns and construction projects.	111 215
Given bolt end labels, find the following information: fiber content, fabric width, finishes, care instructions, manufacturer and price per yard. Discuss reasons for using this information when selecting fabric for construction projects.	
Take a field trip to a local fabric store to view types of fabrics and notions available for construction projects. Ask a salesperson or manager to discuss procedures for selecting appropriate fabrics and notions. Summarize what you learned by preparing a checklist to take with you when purchasing fabric and notions in the future.	35 1
Working in groups and given three pattern envelopes, select fabrics from the class scrap box which would be appropriate in terms of fiber content, color, design and texture. Share choices in a class discussion.	
Invite a salesperson from a local fabric store to discuss advantages, disadvantages and uses of various types of notions (e.g., zippers, thread, tapes, trims), linings, underlinings and interfacings. Ask him or her to bring samples to view, if possible.	
Complete *Be Fiber-Wise for Good Fabric Buys.* Relate what you learned to the selection of fabric for a construction project.	104
Play *Notions Nation.* Summarize what you learned about selecting notions for patterns.	210

SUGGESTED COURSE GOAL *The student will be able to prepare fabrics, patterns and pattern pieces for use in constructing apparel or textile products.*

LEARNING EXPERIENCES	RESOURCES
Read *Grain in Fabric.* Given several samples of fabric, find lengthwise grain, crosswise grain, selvage, bias and true bias. Evaluate the grain perfection of each sample. Discuss the significance of what you learned in terms of laying out a pattern.	70
Read chapter 11 in *Guide to Modern Clothing* or chapter 18 in *Steps in Clothing Skills* or view a demonstration of preparing fabrics for construction projects. Identify three methods of preshrinking fabric and explain when each is used. Identify methods of straightening fabric and explain when each is used. Practice preshrinking and straightening fabric samples. Apply what you learned during an actual construction project.	38 12
Read *Permanent Care Labels.* After purchasing fabric for a construction project, cut off a 3 x 5 piece and trace the size on a piece of paper. Preshrink the 3 x 5 piece and determine the amount of shrinkage. Compare with your classmates. Summarize the importance of reading permanent care labels and appropriately preshrinking fabrics before cutting.	82
View *Using a Pattern.* View a pattern layout and cutting demonstration. Develop a checklist to use in laying out and cutting a pattern in sequence. Follow steps during an actual construction project.	220 63 20
Read *Planning Plaids.* Summarize factors to consider when laying out and cutting even and uneven plaids. Apply what you learned as appropriate during an actual construction project.	83
View demonstration of measuring pattern pieces to evaluate probable fit. Practice measuring and altering on a sample or actual pattern.	

SUGGESTED COURSE GOAL *The student will be able to apply basic construction techniques to the preparation of a sewn product.*

LEARNING EXPERIENCES	RESOURCES
Using patterns for similar garments from three or four pattern companies, compare instructions and illustrations given. Summarize meanings of each and discuss similarities and differences observed.	
View demonstrations of basic construction techniques (e.g., staystitching, seams, darts, sleeves, zippers, trims, gathering, seam and hem finishes, buttonholes, clipping, grading, understitching, interfacing, lining, underlining, topstitching, fitting, altering) or complete one or more self-instructional kits or read one or more textbook explanations/descriptions. Summarize reasons for and importance of each technique. Prepare samples of each procedure and practice techniques during the construction of an actual project.	16 35 5 97 12 49
Develop a contract for constructing a sewn product for yourself or someone else. Include techniques to be used, time of completion and quality specifications. Evaluate your work in relation to the terms of the contract.	42 77 113 8 182 196 162 172 3 33 32 27 28 23 22 87 130

SUGGESTED COURSE GOAL *The student will be able to demonstrate the various methods which can be used to mend or repair textile and apparel products.*

LEARNING EXPERIENCES	RESOURCES
Read *The Forgotten Art of Mending, Patching and Mending Wool Garments* or *Clothing Repairs.* Brainstorm other methods which can be used to mend or repair textile and apparel products (e.g., iron-on patches, appliqué, embroidery). Summarize by discussing the suitability of each method for various repair tasks.	94 81 61
Observe demonstrations of garment mending and repair (e.g., replacing a zipper; hand and machine darning; patching; repairing a straight, diagonal or three-cornered tear). Compare cost, time required, durability and appearance of the various methods. Practice one or more of the techniques by preparing a sample or mending an actual textile or apparel product.	153 86
Given several textile or apparel products in need of minor repairs, work in pairs or teams to determine what needs to be done and to suggest repair methods. Review suggestions in a class discussion, select the best methods and complete the needed tasks.	20
Plan a "Stitch Shop" day in class. Bring textile or apparel items from home in need of mending and provide a repair service for faculty and students. Determine procedures to use for each item and carry them out. Evaluate success on the basis of time involved, money saved or earned, and satisfaction.	
Collect repairable textile and apparel products no longer needed by your family or other community members. Carry out appropriate mending. Donate items to a charitable organization in your community (e.g., Red Cross, Salvation Army, nursing home).	

SUGGESTED COURSE GOAL *The student will be able to interpret the information used on textile and apparel product care labels.*

LEARNING EXPERIENCES	RESOURCES
Collect a variety of clothing care labels. Note terms and symbols used on them. Read *Permanent Care Labels* to discover meanings of terms and labels. Follow up by drawing a fabric care label from a bag. Explain what your label means to the rest of the class.	82 163
View "Textile Labels" in *Understanding Today's Textiles.* Summarize types of information which legally must be included on textile and apparel product care labels as well as other types which may be useful. Create a fabric care label for a textile or apparel product of your choice, including required as well as helpful information. Share labels and use them to create a bulletin board for future reference.	127 38
Assemble a collection of fabrics and garments that have care labels attached. During a lab period, compare the results of following and not following the recommended care procedures. Discuss the usefulness of the various fabric care labels.	
Invite a person from a local laundry or dry cleaning business to discuss care-label information. Summarize the need for and importance of such information.	
Given a sample of a family's laundry, sort clothing according to fabric care labels. Summarize by discussing how you made your decisions.	

SUGGESTED COURSE GOAL *The student will be able to use laundry products, equipment and procedures appropriate for various types of textile and apparel items.*

LEARNING EXPERIENCES	RESOURCES
View *The Pursuit of Cleanliness* or *Care of Textile Fabrics.* Summarize facts learned about products, equipment and procedures used to clean various textile and apparel items.	233 225
Read *Detergents–Indepth Update '76; Be a Better Buyer of Laundry Aids; Be a Better Buyer of Bleaches; Soaps and Detergents for Home Laundering; Be a Better Buyer of Starches and Finishes* or *The Laundry Book.* Make a list of the types of laundry products available on the market (e.g., detergents, soaps, bleaches, starches, fabric softeners). Using a worksheet from *Learning About Laundering,* visit a supermarket and identify the characteristics of various types and brands of laundry aids. Compare similarities and differences observed in terms of uses, cost and product claims. Discuss multi-use characteristics of products identified and suggest alternatives to single-use products (e.g., baking soda, vinegar).	64 53 52 54 95 114 90
Complete *Suds for Your Duds* or *Today's Washbasket.* Summarize what you learned about choosing products, temperatures and procedures appropriate for various textile and apparel items. Using *Different Suds for Different Duds* and given a list of items to be laundered, suggest appropriate procedures and products to use.	122 125 201
Collect magazine and newspaper advertisements for various laundry products. Share in class and compare claims. Select two or three to test in a laboratory situation. Evaluate results in relation to claims.	
Read *Judging How Much Laundry Detergent to Use.* Collect several soaps and detergents and compare results using different quantities of the products in different water temperatures. Summarize by discussing the costs and benefits associated with hot versus cold water and greater versus lesser amounts of the products (e.g., cleanliness, sanitation, money outlay, energy use, fabric life, fabric appearance and environmental impact). Follow up by holding a class debate on the topic: "Clothes need to be washed after each time they are worn."	71
Obtain a piece of fabric, cut into 15 equal pieces and number in three 1-5 sequences. Stain each piece with four different stains in the same manner (e.g., grass, food, grease, ink). Use the three strips 1 as controls and then launder the three sets of strips 2-5 using the following procedure, one set in hot water, one in warm, one in cold: 2–detergent 3–soap 4–detergent and bleach 5–pre-wash treatment and detergent	100 20 114 16 85
Use results to develop a simple chart describing appropriate treatments for different types of stains. Post on bulletin board for future reference.	
Invite an appliance salesperson or utility company representative to demonstrate proper use and care of laundry equipment. Apply what you learned when using equipment at school or at home.	
Visit a dry cleaning establishment or invite a person from one to learn about dry cleaning procedures and uses. Investigate the costs and benefits of dry cleaning versus hand washing. Summarize findings in terms of time and money cost and overall results.	65
Arrange to take over your family's fabric and apparel washing/cleaning for two weeks. Draw upon what you learned in class and refer to appropriate references as needed. Report results by comparing products, equipment and procedures used as well as by identifying problems which occurred and ways they were resolved.	

SUGGESTED COURSE GOAL *The student will be able to devise a plan for clothing and textile care.*

LEARNING EXPERIENCES	RESOURCES
View *Taking Care of Clothing.* Summarize general factors to consider in caring for clothing and textile items (e.g., daily use procedures, repair, preventive measures, seasonal care). Write a short paragraph describing how consideration of one or more of these factors might benefit you and your family.	232
Brainstorm the meaning of "An ounce of care for longer wear." Read *Fix New Clothes and Make Them Last Longer.* Develop a list of types of preventive care that can be used to make clothing and other textile items last longer. Carry through with one or more of the suggestions.	67
Interview your parents or other adults to determine ways mistreatment of clothing has affected its appearance, usefulness, durability and ease of maintenance. Collect examples, if possible. Share findings in class and develop suggestions for avoiding the problems discovered. Follow by devising a plan for personal or family clothing care on a daily, weekly and seasonal basis. Carry out your plan and report results periodically in class.	38 20 16
Take an inventory of your wardrobe to identify clothing items not worn. Determine which items could be made wearable by cleaning or repairing. Develop a plan for carrying out the necessary procedures. Report results in class and explain how you intend to keep all clothing items wearable in the future.	
Arrange to assist a young child with his or her clothing care for a week or two. Develop strategies and techniques you will use to encourage him or her to care for his or her own clothing in the future. Implement. Share plans and results in a class discussion.	

SUGGESTED COURSE GOAL *The student will be able to describe ways to minimize the damage which can occur to clothing and textile products during storage.*

LEARNING EXPERIENCES	RESOURCES
View a display of clothing and textile products which have been damaged during storage by insects, chemicals, sun, mildew or fumes. Working in groups, select one type of damage and research ways of preventing it. Share findings by oral or written reports or a class round robin discussion.	16 45
Read the following case study: Jamie came home tired from camp, took off his hiking boots and put them in the corner of his damp garage. He hastily threw his wet raincoat in the hall closet and stuffed the T-shirts he hadn't worn in a drawer with his flashlight batteries. (He really had to push to get the drawer closed.) He then piled the dirty clothes from his pack on top of a shirt which had been stained with ketchup the week before and threw his sneakers on top of the rest of the shoes in his closet. After taking a hot shower, Jamie crawled into bed for a good night's sleep. Working in groups, make a list of the storage procedures Jamie used that might result in clothing and/or textile damage. Share lists and discuss how and why this damage would occur. Suggest alternatives to the storage procedures Jamie used and justify your choices.	
Invite a museum curator to discuss procedures used to store clothing and textile collections. Summarize what you learned and suggest ways this information could be applied to personal and family storage practices.	151

SUGGESTED COURSE GOAL *The student will be able to suggest ways in which existing storage space for clothing, textiles and accessories can be made more useful.*

LEARNING EXPERIENCES	RESOURCES
Using books, magazines and catalogs, locate ideas for making storage space for clothing, textiles and accessories more useful. Develop a visual display of the ideas you discovered. Share displays in a class discussion and post for future reference.	131 20 38
Invite a panel of parents and students to share ideas about improving the usefulness of storage space for clothing, textiles and accessories. Summarize ideas presented and choose one to implement, if possible.	16 2 41
After searching out ideas for improving storage space, "invent" an item you haven't seen but which you feel would be useful. Present in a class discussion using drawings or a model of the item. Create the real thing, if possible.	12
Choose an existing storage space for clothing, textiles and accessories to evaluate. Analyze how that space could be made more useful. Describe both major and minor changes that could be made and the costs of doing so. Implement one or more of the suggestions, if possible.	
Working in groups, develop solutions to storage-related problems described in case studies (e.g., the shoulders of Mary's dresses get dusty, Susan's closet is always a mess, Bill and Sally do not have enough closet space and cannot afford to purchase new storage furniture). Share solutions in a class discussion.	
Brainstorm ways materials already on hand could be used for storing clothing, textile and accessory items (e.g., flat boxes, shoe boxes, cup hooks, silverware tray, mailbox). Select one idea and develop a plan for using it in storing personal/family clothing, textile and accessory items. Follow up by evaluating the way in which these items are stored in a room or home of your choosing. Develop a total plan for more effectively storing them.	

SUGGESTED COURSE GOAL *The student will be able to pack appropriate clothing and accessories for travel.*

LEARNING EXPERIENCES	RESOURCES
View *Travel With a Golden Touch.* Identify factors to consider in selecting and coordinating a wardrobe for travel.	217
Read in a reference of your choice about selecting and packing clothing for travel. Summarize what you learned about choosing items appropriate for packing as well as for various activities and routines.	20 16 8
Invite a representative from a travel agency (e.g., bus, train, airline, travel bureau) to discuss packing clothing for travel. Ask about weights allowed as well as specific procedures to follow. Summarize main points covered.	
Working in groups and given travel-related case studies, use appropriate references to identify items which need to be packed and to describe how they need to be packed. Examples of travel might include a backpacking trip, Hawaiian vacation, bus trip, European vacation or weekend outing. Share plans in class and summarize principles used to develop them (e.g., pack items to be used first on top; consider availability of laundry facilities; consider wrinkle recovery and visibility of soiling; consider climate, activities and weight).	
Think of a trip you are going to take or one you would like to take. Develop a plan for selecting and packing the items you will need during the travel. Share plans in class and justify your choices.	
After learning about selecting clothing for travel, play "I'm going on a trip to . . ." (use groups of four or five). Arrange seating in a circle and choose a trip location. Start by having one person say "I'm going on a trip to _____ and I'm going to pack _____." The second person then says, "I'm going to pack (what the first person said) and _____." Continue around the circle until only one person cannot remember all items said previously. Afterward, discuss reasons items were chosen in relation to principles learned about selecting clothing for travel.	

SUGGESTED
PROGRAM GOAL

The student will be able to distinguish between various forms of handcraft products and the processes by which they are made.

Classroom teachers should develop their own performance indicators related to these suggestions, continually altering them to reflect local concerns, changing societal and environmental issues, and new discoveries that may influence information and technology.

SUGGESTED COURSE GOAL *The student will be able to identify uses of handcraft skills.*

LEARNING EXPERIENCES	RESOURCES
Brainstorm a list of handcraft skills. In small groups, create collages depicting handcrafted textile products made using various handcraft skills. Rotate collages to another group and have the group identify and label the various handcraft skills illustrated in the pictures. Display labeled collages for all class members to view.	
In small groups, generate a list of handcraft skills. Combine lists of all groups. Individually, select one or two of the handcraft skills identified and list ways the skill could be used in clothing or home furnishings. Bring examples or find pictures to illustrate when sharing ideas in class.	
View *Textiles* or *How To Do: Textiles Filmstrip* and list all handcraft skills shown. As a class, discuss varied uses of these handcraft skills.	258 251
Draw a problem situation (e.g., hole in jeans, need a pillow). Using a previously generated list of handcraft skills, select one or more as possibilities for solving the problem. Share problems and solutions in a class round robin discussion.	26 31
Locate a piece of clothing or textile product in the home economics department or bring an item from home. Display items for the class and identify ways in which handcrafts could be used to enhance each of them.	6
Arrange classroom seating in a circle. Given a picture of a handcraft skill and a sheet of paper, indicate a use of the handcraft skill pictured by noting it on the paper. Pass pictures and paper to the right. Add an additional use to the paper you receive. Pass pictures and paper again and continue until pictures return to the person they started with. Present or post your original pictures and summarize the many uses generated by other class members. These uses might then be grouped into categories or discussed in terms of feasibility or other criteria.	40 39
After investigating the development of a selected handcraft skill, evaluate the importance and use of the skill as it relates to such things as leisure time, decorating, gifts, therapy, individualizing clothing and the revival of historical skills. Share feelings in a class discussion.	
Invite a panel of senior citizens to discuss and display handcraft skills used through the ages. Ask specifically: To what uses can handcraft skills be put? Of what importance are handcraft skills? Follow with a discussion of stereotyping as it relates to handcraft skills.	
Develop a questionnaire about the use of handcraft skills. Include questions related to age, sex, handcraft skills used, cost involved, when and where skills are used, and why and how often handcraft projects are completed. Use the questionnaire to survey members of the community. Tally findings and report results in class.	
As a class, investigate and become familiar with various handcraft skills. Take a field trip to a boutique or pioneer museum to see a variety of uses for handcraft skills. Upon return, compare the uses seen with those identified through research. Develop a display of the many uses of handcraft skills using pictures, books, articles and real items.	25
Visit a handcraft fair and interview crafts people about the many uses of handcraft skills (e.g., relaxation, hobby, vocation, creative outlet, art form, money raising activity, leisure, therapy). Compile lists and share results in class.	
Select a picture of a handcraft project or bring a sample of a handcraft constructed at home. Investigate the origin of the handcraft skill. Report findings by discussing country of origin, original purpose, original materials and comparison of original use of the handcraft with the use of the handcraft today.	

SUGGESTED COURSE GOAL *The student will be able to suggest ways in which handcrafts can produce personal satisfaction and heighten cultural awareness.*

LEARNING EXPERIENCES	RESOURCES
Brainstorm personal satisfactions from engaging in handcraft experiences (e.g., preserve memories, creative outlet, using time constructively, using leftover supplies). Summarize by relating individual experiences.	
View *Textile Art from Tapestries to Jeans.* Discuss ways handcraft skills can be used for personal satisfactions.	259
Select a handcraft you would like to learn. Construct a project using the handcraft and investigate the historical and cultural aspects of the craft. When finished, share projects in class and report any cultural and historical information discovered.	150
Select two or three cultures you are interested in. As a class, plan to focus school-wide attention on a different culture each week for several weeks. Set the themes and organize activities which relate to handcraft skills, including demonstrations when possible. Feature skills during times of the day when students and faculty are able to view them. Summarize by identifying historical crafts that are used today or have been modified for contemporary use.	193
Plant a textile garden (e.g., cotton, flax). Read and report about the growing and harvesting processes involved in the various textiles planted. Harvest and process by rippling, netting, braking, scutching and hackling. Relate this process to our American heritage.	178 93
Invite a panel of community members of various ages to discuss handcrafts they have used during their lives. Ask panel members to address the types of skills needed for various handcrafts, the cultural origin of the handcraft and personal satisfactions achieved when using the handcraft. Encourage panel to bring examples or demonstrate techniques, if appropriate.	
Invite men or women skilled in weaving or some other handcraft to demonstrate their handcrafts. Have them relate personal satisfactions derived from engaging in the handcrafts and provide any historical background information they have about their handcrafts. Summarize what you learned.	169
Schedule a trip to a local museum and use *National Geographic* magazines to become aware of handcrafts typical of other cultures. Select a handcraft and, in small groups, work to locate information about the handcraft, including its historical significance and the culture from which it comes. Share results through a class presentation and then use examples (actual or pictorial) to develop a classroom display.	143

SUGGESTED COURSE GOAL *The student will be able to identify tools and materials used in creating handcraft products.*

LEARNING EXPERIENCES	RESOURCES

View a variety of tools and materials and identify the handcraft(s) for which each is used. Summarize by discussing alternative ways in which each tool or material might be used.

View a display of tools and materials used to create handcraft products. As a class, attempt to identify the use of each item. Working in pairs, select one of the tools or materials about which the class was uncertain and search out its name and use. Share findings. Follow up by completing one or both of the following activities:

View several handcraft products and brainstorm the tools and materials needed to create them.
As a review or unit test, view numbered tools and materials displayed at stations in the classroom and identify the name and use of each.

Using a display of surplus materials, work in groups to brainstorm three ways each material could be used in handcrafts. Share ideas in a class discussion.

As a class, brainstorm various handcraft products. Individually, select two or three products you are interested in and identify tools and materials needed to make them. Visit a supplier of handcraft tools and materials to view those needed for your chosen products. Itemize costs involved. Report your findings in class.

Create a bulletin board or other display of various tools and materials being used to create handcraft products. At various times, demonstrate the use of these tools and materials. When products are completed, display them along with the appropriate equipment.

SUGGESTED COURSE GOAL *The student will be able to demonstrate one or more of the basic techniques used in handcrafts (e.g., embroidery, knitting, crocheting, quilting, appliqué, needlepoint, weaving, hooking and knotting).*

LEARNING EXPERIENCES	RESOURCES
Brainstorm unique ways of using basic skills to create special handcraft effects. Invite resource people to discuss and demonstrate creative approaches to handcraft projects. Select a technique or approach and use it to develop special effects on a garment.	79 75 74 78 76 84 18
Develop a list of basic techniques used in handcrafts. Select one in which you are interested and learn the techniques needed for that handcraft. Summarize by demonstrating the techniques you learned to other students.	35 264 257 256
View demonstrations or audiovisual aids on basic handcraft techniques. Discuss and demonstrate techniques viewed. Complete samplers of selected handcrafts. Compare construction of various handcrafts by considering texture, use, care, equipment needed, time involved and skill needed. Compare and contrast differences in handcrafts created by machine and by hand. Display samplers on the bulletin board. Choose and complete a project using one or more of the handcrafts learned.	266 255 174 31 48 121 118 117 128 223 224 228 229 214 170 158

SUGGESTED
PROGRAM GOAL

The student will be able to evaluate career and training opportunities available in the clothing and textile field.

Classroom teachers should develop their own performance indicators related to these suggestions, continually altering them to reflect local concerns, changing societal and environmental issues, and new discoveries that may influence information and technology.

SUGGESTED COURSE GOAL *The student will be able to relate social and economic trends to employment opportunities in the area of clothing and textiles.*

LEARNING EXPERIENCES	RESOURCES
Identify major social and economic events and trends that have taken place in the U.S. during the past five decades. Investigate how these events/trends affected jobs in the clothing and textile industry. Identify changes taking place now that may affect the job market. Discuss how these may affect the clothing industry. Use what you learned to make predictions about future job opportunities in the clothing and textile field.	190 189 93 179
Brainstorm a list of social and economic trends that might affect the clothing and textiles field (e.g., mass production, demand for low-cost items, homemade vs. industry-made clothing, demand for original items, availability of natural resources, location of textile industry, age of population, promotion of fashion by communication industry, percentage of persons working outside the home). In groups, investigate and then discuss how these trends relate to employment opportunities in the area of clothing and textiles.	
Study economic trends in the community, the state and the region. Relate these trends to employment opportunities in the clothing and textile field for men and women. Split into teams of four and survey the local area (e.g., check the newspaper and phone directory, check with local business associations, the Chamber of Commerce) to determine the number and types of jobs available in the local fashion industry. Use resources to complete a description of each job. Discuss social and economic trends which may affect these employment opportunities. Place information in a file for use by all students.	24 93 181 20
Take a field trip to a clothing-related business. Find out about types of jobs and careers available, education required for various positions, entry-level skills needed, working conditions, fringe benefits and opportunities for advancement. Summarize findings in a class discussion and speculate about what would happen if the business were forced to close.	8 34 7
Brainstorm a list of job opportunities in the clothing and textile field. Investigate one employment opportunity to determine the employment outlook and various factors affecting employment possibilities. If possible, interview a person who holds that job. Share information in a class discussion and make a bulletin board comparing and contrasting information discovered.	
Invite a panel of speakers who have lost jobs, been laid off, or have changed jobs due to changes in technology or the economy. Have them address specific problems they have encountered, including effect upon their families and retraining difficulties. As a class, suggest ways to guard against similar situations (e.g., alternative job possibilities in the clothing and textile field) and sources of potential assistance (e.g., emotional, educational, financial) for persons who find themselves with these problems.	4 16 29

SUGGESTED COURSE GOAL *The student will be able to cite typical requirements for entry into and success in occupations related to clothing and textiles.*

LEARNING EXPERIENCES	RESOURCES
View *Careers in the Fashion Industry; Jobs For You: Its Happening in Home Economics; Careers in the Fashion Industry; Careers in Clothing and Textiles; The People Profession: Careers in Home Economics* or *Careers in Fashion.* Discuss the variety of jobs involved in the field of clothing management, production and service.	252 243 241 265 242
Investigate possible employment opportunities in clothing and textiles in your community. Use resources such as Chamber of Commerce, school counselor, managers of clothing stores, dry goods stores or dry cleaning stores. Gather information on education and training required, entry-level skills and personal traits as well as information on advancement and salary increases. Select one job and interview a person currently employed in that occupation regarding abilities needed, education required, chances for advancement and salary. Turn in a written report to share with the class or report on the occupation by writing a "Help Wanted" advertisement for the job. Identify typical requirements for entry into and success in the field of clothing and textiles.	190 20 38 186 68 96
Invite a panel of persons in clothing- and textile-related occupations to discuss entry-level requirements and requirements for success in their particular occupations. Be sure to include persons at various professional levels. Compare and contrast requirements cited, making special note of common ones.	141 134 139 147 44 263
Select a job in the clothing and textile area. Investigate by researching the literature or interviewing persons on the job about potential upward mobility possibilities. Draw a flow chart showing advancement possibilities.	156
Select a clothing job or career. Organize an "on the job day" by spending a day with someone engaged in that job or career. Determine how the person got the job and what characteristics one needs to succeed in the job. Share experiences in any of the following ways: bulletin boards, poster, pictures, skit, slides or oral reports.	165 30 43
Invite a personnel director in the clothing and textile industry to discuss personal characteristics considered when filling a position. Form a checklist of personal characteristics desirable for a job applicant. Discuss how these characteristics can be acquired.	168 7
Write a resumé, fill out an employment application, participate in a mock interview and write a follow-up letter. Summarize by discussing how what you learned may be useful in the future.	24 194

SUGGESTED COURSE GOAL *The student will be able to determine personal interests in and talents for clothing and textile occupations.*

LEARNING EXPERIENCES	RESOURCES
In groups of four or five, brainstorm attitudes and skills needed for employment in clothing and textile jobs (e.g., marketing and sales: sales clerk, distributor, product advertiser/promoter, commercial artist; product development: designer of fabrics or garments, pattern drafter; production: mill worker, inspector, sewer, loom operator; service: dry cleaner's helper, customer service employee, inspector; management: financial auditor, supervisor of workers, coordinator of equipment and supplies). As a class, share ideas and compile a list of attitudes and skills needed for each type of occupation. Make a career selection by matching your skills and attitudes with those identified. Answer the following questions: Why would I be successful in my chosen area? What qualities do I have to offer to this type of work? What can I do to prepare myself for this type of job?	34 38
Choose three occupations in the area of clothing and textiles. Using a needlesort, General Aptitude Test Battery, OTIS computer, personality traits checklist or Career Skills Matrix, determine which of these jobs seem most suited to you in terms of your interests and talents. Write a paragraph describing how you would fit the job you chose.	105 110
Play the following game: From each of five stacks of cards (as many in each stack as there are students and each stack separately describing interests, hobbies, physical appearance, personality traits and character traits), choose one card and identify a job in the clothing industry the person described might be suited for. Turn cards face up in all the piles and identify (by sight only) one trait you would add from each pile to the one you originally drew. Do not pick up cards. This way more than one student can use the same trait. Identify other jobs in the clothing and textile field the person described might now be suited for. Using the same stacks, identify one personal trait related to each of the areas (interests, hobbies, physical appearance, personality traits, character traits) and, based on the composite, identify one job you would be suited for in the clothing and textile industry.	
Identify class interests and talents via the GATB interest inventory. Use the results to compare various clothing and textile occupations with personal interests. Identify reasons some occupations are more compatible or suitable than others. Discuss why certain occupations require specific talents. Create a bulletin board relating personal interests and talents to specific clothing and textile occupations.	
Develop want ads which identify entry-level requirements in as many textile and clothing jobs as possible. Put all into a bag and draw one. Explain why you would or would not be interested in the particular job you drew. Share findings in a class discussion.	

SUGGESTED COURSE GOAL *The student will be able to assess the need for homemaking skills associated with clothing and textile industries.*

LEARNING EXPERIENCES	RESOURCES
Invite a speaker from the State Employment Division to discuss women entering the job market after raising a family. Have the speaker address saleable skills homemakers may currently possess to enter the area of clothing and textiles, as well as additional skills one may need. Check what you learned against newspaper advertisements for jobs in the clothing and textile field.	
Brainstorm types of homemaking skills a homemaker is likely to possess. In general, determine those which would be useful in clothing- and textile-related occupations. With a list of clothing- and textile-related occupations, match homemaking skills to various occupations. Invite persons representing various clothing- and textile-related occupations to discuss skills needed for their occupations. Determine which skills are homemaking skills and which homemaking skills may be marketable.	
Survey five homemakers in the community to determine what homemaking skills they have provided/marketed in the last six months (e.g., constructing or altering garments, ironing, constructing handcrafts or draperies, upholstering, mending). Questions might include: Why is the service being performed? How many hours a week do you work? Can you estimate your earning capacity? Compile results and determine which skills are most saleable in the community from the producer's point of view. Interview people who have used/purchased a homemaker's services during the past six months. Discuss which skills are most saleable from the consumer's point of view and compare with the producer's point of view.	
Brainstorm saleable homemaking skills learned in class in the area of clothing and textiles (e.g., handcrafts, coloring fabrics, tailoring, alterations, mending, sewing, ironing, laundry). Survey the community to determine which services are now available and which ones would be used, if available. Using one of the services determined to have a market in the community, investigate the steps of setting up the business, including getting started, licensing procedures for managing, checking for and complying with legal restrictions, record keeping, pricing, determining space, equipment and capital needs, and advertising. Invite a guest speaker who has set up a clothing- and textiles-related business in the home to discuss these same points. Compare and contrast information presented with information investigated. Discuss social, psychological and financial impact resulting from home employment.	4 34 7
Invite a panel of persons who are gainfully employed in the area of clothing and textiles in their own homes (e.g., alterations, designing and making patchwork skirts, dressmaking, ironing, making draperies and window treatments). Discuss the market value of the skills, common tasks involved in self-employment, and advantages and disadvantages of gainful employment in the home.	
Determine the possibility of consignment of various items for a handcraft store. If consignment shops are available, interview owners for quality and quantity requirements and other consignment information. If consignment shops are not available, set up a school boutique which sells various clothing and textile items on a consignment basis. Form committees to plan merchandising, develop advertising displays, determine selling and pricing practices. Evaluate the experience by considering problems and satisfactions encountered. Invite a speaker from the Better Business Bureau or a loan company or the Small Business Administration to discuss financing your own business. Investigate requirements, rates of interest and terms available in your community.	
Select a clothing and textile product that can be made in the home. Determine skills required for production. Compute time, energy and money costs involved in production. Analyze the practicality of producing this item at home.	

ASSESSMENT

In the Goal-Based Planning for Home Economics section of this guide, four sets of desired outcomes were identified: (1) state goals; (2) district goals; (3) program goals; (4) course goals. Competencies were discussed. Personal goals of individual students were mentioned. These were followed by specific suggestions (learning activities, teaching strategies, resources, alternative instruction, etc.) designed to assist the planner in implementing a goal-based curriculum.

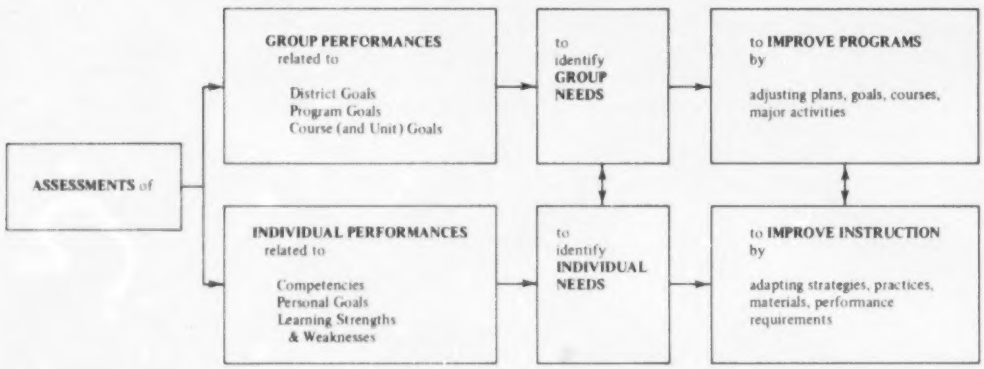
Once instructional plans are implemented, the teacher must pose the question: Are students attaining desired outcomes, and is the home economics program helping them to reach those outcomes? The quality of the answers to these questions depends on for what purpose and how well assessment activities are designed and carried out.

To measure the attainment of any goal or competency (Was it reached? . . . *not* Why? or Why not? or even How well?), Oregon uses **ASSESSMENT**. Assessment in Oregon means *taking inventory*–asking, Where are we? Evaluation in Oregon means *judging the inventory(ies)*– asking, What'd we intend to do? What did we do? How well'd we do it? What would we do differently if we did it over? Assessment and evaluation are *not* synonyms in Oregon.

If it is desirable to know the kind of overall job the home economics program is doing, then the performance of groups of students is significant. Assessment focuses on whether an acceptable majority of students is attaining established goals. The needs of groups of students can then be identified and program planning improved accordingly. If, however, it is desirable to know how well individual students are attaining desired (or required) outcomes, then the performance of each individual student is significant. Assessment focuses on the needs, interests, and learning strengths and weaknesses of individual students as they strive to develop and demonstrate desired outcomes. The needs of individual students can then be identified and learning activities, teaching strategies, resources, etc., adjusted accordingly.

These relationships are shown below. Assessment of each of the elements shown in the figure will provide answers to particular kinds of questions.

ASSESSMENTS OF GROUP AND INDIVIDUAL PERFORMANCES



Assessment of district goal attainment answers the question: To what extent are students attaining the outcomes of schooling the community and its schools desire?

Assessment of program goal attainment answers the question: To what extent are students attaining the outcomes home economics teachers and curriculum planners desire?

Assessment of course goal attainment answers the question: To what extent are students attaining the outcomes home economics teachers desire for *Textiles & Clothing?*

Assessment of competency attainment answers the question: To what extent is a student demonstrating desired *applications* of what has been learned in order to graduate?

Assessment of personal goal attainment answers the question: To what extent is a student attaining those outcomes designated as of greatest personal importance, need, or interest?

Assessment of learning strengths and weaknesses answers the question: What characteristics reflected by a student's performance can be seen as enhancing or inhibiting attainment of desired outcomes?

In seeking answers to these questions, student performances that can be accepted as indicators of attainment of desired outcomes must be clear. These performance indicators serve to guide the assessment activity in producing the most needed information.

To be in compliance with state requirements, each district must assure that assessment activities are carried out in relation to three points. Assessment of student demonstration of competencies required for graduation and identification of learning strengths and weaknesses are two of these. In addition, the home economics program may be selected by your district for a special kind of assessment required by the state. If this happens, it will be necessary to analyze the goals of the program to determine the extent to which students must develop or apply reading, writing, and computing skills in attaining those goals. Assessment will then focus on describing how well the necessary skills are being developed or applied.*

*Assessment in goal-based planning is described on pages 17-30 in the *Elementary-Secondary Guide for Oregon Schools: Part II, Suggestions*, (Salem: Oregon Department of Education, 1977).

data reportedly accurate at time of publication

RESOURCES

Print

	Books & Articles for Students	*Address*
1	Barclay, Champion, Brinkley, Funderburk. *Teen Guide to Homemaking.* New York: McGraw-Hill Book Company, 1972.	McGraw-Hill Book Company 1221 Avenue of the Americas New York, NY 10020
2	Better Homes and Gardens. *Decorating Ideas Under $100.* Des Moines, IA: Meredith Corporation, n.d.	Meredith Corporation 1716 Locust Street Des Moines, IA 50336
3	Bishop, Edna et al. *Super Sewing: The New Bishop Method.* Philadelphia: J. B. Lippincott Company, 1974.	J. B. Lippincott Company East Washington Square Philadelpha, PA 19105
4	Brinkley, Jeanne and Ann Aletti. *Altering Ready-to-Wear Fashions.* Peoria, IL: Chas. A. Bennett Company, Inc, 1976.	Chas. A. Bennett Company, Inc 809 W. Detweiller Drive Peoria, IL 61614
5	Burns, Marjorie Arch and Edna Bryte Bishop. *Super Sewing: The New Bishop/Arch Class.* Philadelphia: J. B. Lippincott Company, 1974.	(see 3)
6	Bucher, Jo. *Complete Guide to Creative Needlepoint.* Des Moines, IA: Meredith Corporation, 1973.	(see 2)
7	Cincinnati Public Schools. *Exploring Fabrics.* Bloomington, IL: McKnight Publishing Company, 1977.	McKnight Publishing Company PO Box 2854 Bloomington, IL 61701
8	Craig, Hazel T. *Clothing–A Comprehensive Study.* Philadelphia: J. B. Lippincott Company, 1973.	(see 3)
9	Craig, Hazel T. *Thresholds to Adult Living.* Peoria, IL: Chas. A. Bennett Company, 1976.	(see 4)
10	Cross, Aleene. *Enjoying Family Living.* Philadelphia: J. B. Lippincott Company, 1973.	(see 3)
11	Dr. Seuss. *Five Hundred Hats of Bartholomew Cubbins.* New York: Vanguard Press, Inc, n.d.	Vanguard Press, Inc 424 Madison Avenue New York, NY 10017
12	Dunn, Lucille, Annetta Bailey, and Wanda Draper. *Steps in Clothing Skills.* Peoria, IL: Chas. A. Bennett Company, Inc, 1970.	(see 4)
13	Espinosa, Carmen G. *Shawls, Crinolins, and Felligrie: Dress and Adornment of the Women of New Mexico.* El Paso, TX: Texas Western Press, 1971.	Texas Western Press University of Texas El Paso, TX 79968
14	Estes, Eleanor. *The Hundred Dresses.* New York: Harcourt, Brace, Jovanovich, Inc, 1972.	Harcourt Brace, Jovanovich, Inc 757 Third Avenue New York, NY 10017

	Books & Articles for Students	*Address*
15	Fraet, Strom. *Concepts in Clothing.* New York: McGraw-Hill Book Company, 1976.	(see 1)
16	Gawne, Eleanor J. and Bess V. Oerke. *Dress.* Peoria, IL: Chas. A. Bennett Company, Inc, 1975.	(see 4)
17	Harlow, Eve. *Jeans Scene: A Book of Great New Ideas for Decorating Jeans and Jackets.* New York: Drake Publishers, Inc, 1973.	Drake Publishers, Inc 801 Second Avenue New York, NY 10017
18	Ickis, Marguerite. *The Standard Book of Quilt Making and Collecting.* New York: Dover Publications, Inc (reprint of 1949 edition).	Dover Publications, Inc 180 Varick Street New York, NY 10014
19	"Jewelry's New Dazzle." *Newsweek.* April 4, 1977, pp. 64-5 and 67.	Newsweek, Inc 444 Madison Avenue New York, NY 10022
20	Jones, Jan. *Clothing–Your Way.* Englewood Cliffs, NJ: Prentice-Hall, Inc, 1977.	Prentice-Hall, Inc Route 9 West Englewood Cliffs, NJ 07632
21	Kelly, Joan and Eddye Eubanks Landers. *Today's Teen.* Peoria, IL: Chas. A. Bennett Company, Inc, 1977.	(see 4)
22	Laury, Jean P. and Joyce Aiken. *Creating Body Covering.* Cincinnati, OH: Van Nostrand Reinhold Company, 1974.	Van Nostrand Reinhold Company Division of Litton Educational Publishing, Inc 300 Pike Street Cincinnati, OH 45202
23	Maugen, Ruth and Mary Woodward. *Lucious Lingerie and Swimwear.* Huntsville, AL: Strode Publishers, 1971.	Strode Publishers 6802 Jones Valley Drive, SE Huntsville, AL 35802
24	McDermott, Irene E. *Opportunities in Clothing.* Peoria, IL: Chas. A. Bennett Company, Inc, 1972.	(see 4)
25	Merlach and Snow. *Weaving Off-Loom.* Chicago: Henry Regnery Company, 1973.	Henry Regnery Company Contemporary Books, Inc 180 North Michigan Avenue Chicago, IL 60601
26	Miller, Stephanie. *Creative Patchwork.* New York: Crown Publishers, Inc, n.d.	Crown Publishers, Inc 419 Park Avenue South New York, NY 10016
27	Mills, Cecile. *Making and Designing Clothes.* Brooklyn Heights, NY: Beckman Publishers, Inc, 1975.	Beckman Publishers, Inc 38 Hicks Street Brooklyn Heights, NY 11201
28	Minatt, Jon. *Pants and Skirts: Fit for Your Shape.* Minneapolis: Burgess Publishing Company, 1974.	Burgess Publishing Company 7108 Ohms Lane Minneapolis, MN 55435
29	Paolucci, Beatrice, Theodora Faiola, and Patricia Thompson. *Personal Perspectives.* New York: McGraw-Hill Book Company, 1973.	(see 1)

Books & Articles for Students	*Address*
30 Pape, Billy N. *Let's Visit a Clothing Factory.* San Angelo, TX: Taylor Publishing Company, 1971.	Taylor Publishing Company Newsfoto Education Division Box 1392 San Angelo, TX 76902
31 Patera, Charlotte. *The Applique Book.* Des Moines, IA: Meredith Corporation, 1974.	(see 2)
32 Reich, Naomi. *Essentials of Clothing Construction: The Self-Instructional Programmed Approach.* Englewood Cliffs, NJ: Prentice-Hall, Inc, 1971.	(see 20)
33 Romanwik, Anna and Ellen Knight. *Tops: How to Do Your Own Measuring, Pattern-Making, Fabric Selection, Cutting, and Sewing for a Perfect Fit.* New York: Crown Publishers, Inc, 1975.	(see 26)
34 Servian, Martha. *Fashion and Textile Careers.* Englewood Cliffs, NJ: Prentice-Hall, Inc, 1977.	(see 20)
35 *Simplicity Sewing Book.* New York: Simplicity Pattern Company, Inc, 1972.	Simplicity Pattern Company, Inc 200 Madison Avenue New York, NY 10016
36 Spear, Charleszine. *How to Wear Colors With Emphasis on Dark Skin.* Minneapolis: Burgess Publishing Company, 1974.	(see 28)
37 Stein, Leon. *What They Wore: Highlights of Fashion History.* New York: International Ladies' Garment Workers' Union, AFL-CIO, n.d.	Consumer Service Division Union Label Department, International Ladies' Garment Workers' Union AFL-CIO 1710 Broadway New York, NY 10019
38 Sturm, Mary, Edwina Grieser, and Dorothy Roberts. *Guide to Modern Clothing.* New York: McGraw-Hill Book Company, 1973.	(see 1)
39 Sunset. *Applique.* Menlo Park, CA: Lane Publishing Company, n.d.	Lane Publishing Company Willow and Middlefield Roads Menlo Park, CA 94025
40 Sunset. *Patchwork.* Menlo Park, CA: Lane Publishing Company, n.d.	(see 39)
41 Sunset. *Storage Ideas.* Menlo Park, CA: Lane Publishing Company, n.d.	(see 39)
42 Tanous, Helen N. *Designing Dress Patterns.* Peoria, IL: Chas. A. Bennett Company, Inc, n.d.	(see 4)
43 Troxell, Mary D. *Fashion Merchandising.* New York: McGraw-Hill Book Company, 1976.	(see 1)
44 Vanderhoff, Margil. *Clothes, Clues, and Careers.* Lexington, MA: Ginn and Company, 1977.	Ginn and Company 191 Spring Street Lexington, MA 02173
45 Vanderhoff, Margil. *Clothes–Part of Your World.* Lexington, MA: Ginn and Company, 1970.	(see 44)

Books & Articles for Students	*Address*
46 Vanderhoff, Margil. *Textiles for Homes and People.* Lexington, MA: Ginn and Company, 1973.	(see 44)
47 Williams, Margery. *The Velveteen Rabbit.* Garden City, NY: Doubleday and Company, Inc, 1958.	Doubleday and Company, Inc 501 Franklin Avenue Garden City, NY 11530
48 Wilson, Jean. *Weaving You Can Wear.* New York: Van Nostrand Reinhold Company, 1973.	(see 22)
49 Wyllie, Ethel M. *Today's Custom Tailoring.* Peoria, IL: Chas. A. Bennett Company, Inc, 1971.	(see 4)

Pamphlets	*Address*
50 *Altering Ready-to-Wear Dresses.* Corvallis, OR: OSU Extension Service, n.d.	OSU Cooperative Extension Service Oregon State University Corvallis, OR 97331
51 *Always Attractive in Your Elderly Years.* Corvallis, OR: OSU Extension Service, n.d.	(see 50)
52 *Be a Better Buyer of Bleaches.* Corvallis, OR: OSU Extension Services, n.d.	(see 50)
53 *Be a Better Buyer of Laundry Aids.* Corvallis, OR: OSU Extension Service, n.d.	(see 50)
54 *Be a Better Buyer of Starches and Finishes.* Corvallis, OR: OSU Extension Service, n.d.	(see 50)
55 *Buying a Secondhand Sewing Machine.* Corvallis, OR: OSU Extension Service, n.d.	(see 50)
56 *Buying Children's Clothing.* Corvallis, OR: OSU Extension Service, n.d.	(see 50)
57 *Care of the Sewing Machine.* Cleveland, OH: White Sewing Machine Company, n.d.	White Sewing Machine Company Consumer Products Division 11750 Berea Cleveland, OH 44111
58 *Changing the Hem in a Dress or Skirt.* Corvallis, OR: OSU Extension Service, n.d.	(see 50)
59 *Clearing the Air About Fabrics.* Portland, OR: Discount Fabrics, n.d.	Discount Fabrics 900 Southeast Sandy Blvd Portland, OR 97214
60 *Clothing for Senior Citizens.* Corvallis, OR: OSU Extension Service, n.d.	(see 50)
61 *Clothing Repairs.* Washington, DC: U.S. Department of Agriculture, 1970. (Home and Garden Bulletin 107)	Superintendent of Documents U.S. Government Printing Office North Capital and "H" Streets, NW Washington, DC 20401
62 *Common Causes of Sewing Machine Trouble.* Cleveland, OH: White Sewing Machine Company, n.d.	(see 57)

	Pamphlets	*Address*
63	*Cutting Skills for Garment Construction.* Corvallis, OR: OSU Extension Service, 1976.	(see 50)
64	*Detergents–Indepth Update '76.* New York: Soap and Detergent Association, 1976.	Soap and Detergent Association 475 Park Avenue South New York, NY 10016
65	*Diagnosing the Wash.* Benton Harbor, MI: Whirlpool Corporation, 1975.	Whirlpool Corporation Consumer Affairs Division North Shore and Monte Road Benton Harbor, MI 49022
66	*Fashion Smarts: How to Have Them.* New York: Simplicity Pattern Company, Inc, 1977.	(see 35)
67	*Fix New Clothes and Make Them Last Longer.* Corvallis, OR: OSU Extension Service, n.d.	(see 50)
68	*Focus on Careers.* Washington, DC: American Home Economics Association, 1977.	American Home Economics Association 2010 Massachusetts Avenue, NW Washington, DC 20036
69	*From Folk Costume to Modern Fashion.* New York: McCall Pattern Educational Service, n.d.	McCall Pattern Company Educational Service 230 Park Avenue New York, NY 10017
70	*Grain in Fabric.* Stamford, CT: Coats and Clark, Inc, n.d.	Coats and Clark, Inc 72 Cummings Point Road Stamford, CT 06902
71	*Judging How Much Laundry Detergent to Use.* New York: Soap and Detergent Association, n.d.	(see 64)
72	Koester, Ardis. *Decisions About Recycling Clothing.* Corvallis, OR: OSU Extension Service, 1976.	(see 50)
73	Koester, Ardis. *How to Recycle Clothing by Restyling and Making Over.* Corvallis, OR: OSU Extension Service, 1976.	(see 50)
74	*Learn to Crochet.* New York: Coats and Clark, Inc, 1975. (No. 210-A)	(see 70)
75	*Learn to Knit.* New York: Coats and Clark, Inc, 1975. (No. 190-A)	(see 70)
76	*Learn to Tat.* New York: Coats and Clark, Inc, 1975. (No. 240)	(see 70)
77	*Making Shirts for the Men of the Family.* Corvallis, OR: OSU Extension Service, n.d.	(see 50)
78	*Needlepoint Stitches.* New York: Coats and Clark, Inc, 1975. (No. 226-A)	(see 70)
79	*100 Embroidery Stitches.* New York: Coats and Clark, Inc., 1975. (No. 150-A)	(see 70)
80	*One Hundred Years of Fashion.* New York: McCall's Patterns Educational Service, 1976.	(see 69)

Pamphlets	*Address*
81 *Patching and Mending Wool Garments.* Corvallis, OR: OSU Extension Service, n.d.	(see 50)
82 *Permanent Care Labels.* New York: J. C. Penney Company, Inc, 1974. (No. 84577)	J. C. Penney Company, Inc Educational Relations 1301 Avenue of the Americas New York, NY 10019
83 *Planning Plaids.* Corvallis, OR: OSU Extension Service, n.d.	(see 50)
84 *Puff Quilts.* New York: Coats and Clark Inc, 1975. (No. 250)	(see 70)
85 *Removing Stains From Fabrics.* Corvallis, OR: OSU Extension Service, 1976.	(see 50)
86 *Replacing a Zipper.* Corvallis, OR: OSU Extension Service, n.d.	(see 50)
87 *Sewing By Hand.* Corvallis, OR: OSU Extension Service, n.d.	(see 50)
88 *Sewing Equipment: What Do You Need?* Corvallis, OR: OSU Extension Service, n.d.	(see 50)
89 *Skipped Stitches.* Cleveland, OH: White Sewing Machine Company, n.d.	(see 57)
90 *Soaps and Detergents for Home Laundering.* Washington, DC: U.S. Department of Agriculture, 1973.	(see 61)
91 *Textile Fibers and Their Properties.* Greensboro, NC: Burlington Industries, Inc, 1970.	Burlington Industries, Inc 3330 West Friendly Avenue Greensboro, NC 27410
92 *Textiles for You.* Charlotte, NC: American Textile Manufacturers Institute, n.d.	American Textile Manufacturers Institute 400 South Tryon Street, Suite 2124 Charlotte, NC 28285
93 *Textiles: Our First Great Industry.* Charlotte, NC: American Textile Manufacturers Institute, 1976.	(see 92)
94 *The Forgotten Art of Mending.* New York: Coats and Clark, Inc, n.d.	(see 70)
95 *The Laundry Book.* Pittsburgh: The Calgon Corporation, n.d.	Calgon Corporation Box 1346 Pittsburgh, PA 15230
96 *There's a Career for You in Textiles.* Charlotte, NC: American Textile Manufacturers Institute, n.d.	(see 92)
97 *Time Saving Sewing.* New York: Coats and Clark, Inc, n.d.	(see 70)
98 *Today's Textiles.* New York: J. C. Penney Company, Inc, n.d.	(see 82)
99 *What Pattern Type and Size for You?* New York: Simplicity Pattern Company, Inc, n.d.	(see 35)
100 *Will It Come Out in the Wash?* Cincinnati, OH: Procter and Gamble Company, n.d.	Procter and Gamble Company 301 East Sixth Street Cincinnati, OH 45202

	Pamphlets	*Address*
101	*Your Clothing Dollar.* Chicago: Money Management Institute, 1972.	Money Management Institute Household Finance Corporation Prudential Plaza Chicago, IL 60601

	Kits & Games	*Address*
102	*All About Textiles.* Charlotte, NC: American Textile Manufacturers Institute, 1976.	(see 92)
103	*Awareness: Insights Into People.* New York: J. C. Penney Company, Inc, 1970.	(see 82)
104	*Be Fiber-Wise for Good Fabric Buys.* Washington, DC: American Home Economics Association, July 1971. (Home Economics Learning Package No. 1040)	(see 68)
105	*Career Skills Matrix.* New York: Westinghouse Broadcasting Company, n.d.	Westinghouse Broadcasting Company 90 Park Avenue New York, NY 10016
106	*Clothing Expresses You.* Washington, DC: American Home Economics Association, August 1970. (Home Economics Learning Package No. 1007)	(see 68)
107	*Cotton, The Fiber You Can Trust.* Memphis: National Cotton Council of America, n.d. (Samples of raw and processed cotton)	National Cotton Council of America 1918 North Parkway Memphis, TN 38112
108	*Discovering Fibers and Fabrics.* New York: Butterick Publishing Company, n.d.	Butterick Publishing Division of American Can Company 161 Avenue of the Americas New York, NY 10013
109	*First Aid for Sewing Machines.* New York: The Singer Company, 1972.	The Singer Company Education Department 30 Rockefeller Plaza New York, NY 10020
110	*General Aptitude Test Battery.* Orders for tests and all accessories must be cleared through a State Employment Service Office. Test booklets and manuals distributed by the U.S. Government Printing Office.	(see 61)
111	*How to Select Fabrics for Garments.* New York: J. C. Penney Company, Inc, n.d.	(see 82)
112	*Interplay: The Story of Man-Made Fibers.* Washington, DC: Man-Made Fiber Producers Association, Inc, 1974.	Man-Made Fiber Producers Association, Inc 1150 17th Street NE Washington, DC 20036
113	*Knit Stitching.* Washington, DC: American Home Economics Association, July 1970 (Home Economics Learning Package No. 1021)	(see 68)
114	*Learning About Laundering.* Cincinnati, OH: Procter and Gamble Company, 1976.	(see 100)

	Kits & Games	*Address*
115	*Line and Color in Clothes.* New York: McGraw-Hill Book Company, n.d.	(see 1)
116	*Maxi Wardrobe at Mini Cost.* Washington, DC: American Home Economics Association, May 1970. (Home Economics Learning Package No. 1034)	(see 68)
117	*Needlepoint and Bargello.* New York: Butterick Publishing Company, 1975.	(see 108)
118	*Patchwork and Quilting.* New York: Butterick Publishing Company, 1975.	(see 108)
119	*Redress: Examining the Issues.* New York: J. C. Penney Company, Inc, n.d.	(see 82)
120	*Silk.* New York, NY: A. P. Silk Company, Inc, n.d. (Samples of raw and processed silk)	A. P. Silk Company, Inc 1412 Broadway New York, NY 10018
121	*Stitchery and Applique.* New York: Butterick Publishing Company, 1975.	(see 108)
122	*Suds for Your Duds.* Washington, DC: American Home Economics Association, June 1970. (Home Economics Learning Package No. 1030)	(see 68)
123	*The Story of Wool.* Portland, OR: Pendleton Woolen Mills, n.d. (Samples of raw and processed wool)	Pendleton Woolen Mills 218 Southwest Jefferson Portland, OR 97201
124	*The Textile Scene.* New York: Celanese Fibers Marketing Company, 1971.	Celanese Fibers Marketing Company 1211 Avenue of the Americas New York, NY 10036
125	*Today's Washbasket.* Washington, DC: American Home Economics Association, 1969. (Home Economics Learning Package No. 1024)	(see 68)
126	*Tooling Up.* Washington, DC: American Home Economics Association, n.d. (Home Economics Learning Package No. 1043)	(see 68)
127	*Understanding Today's Textiles.* New York: J. C. Penney Company, Inc, n.d.	(see 82)
128	*Weaving.* New York: Butterick Publishing Company, 1975.	(see 108)
129	*Your Wardrobe Recycled.* Stamford, CT: American Thread Company, 1972.	American Thread Company High Ridge Park Stamford, CT 06905
130	*Zipper Resource Kit.* New York: Coats and Clark, Inc, 1976.	(see 70)

Magazines	*Address*
131 *Apartment Life.*	(see 2)
132 *California Apparel News.*	California Apparel News California Fashion Publications 1016 South Broadway Place Los Angeles, CA 90015
133 *Clothes.*	Clothes Prads, Incorporated 380 Madison Avenue New York, NY 10017
134 *Coed,* a publication of *Scholastic Magazines.*	Coed 900 Sylvan Avenue Englewood Cliffs, NJ 07632
135 *Consumer Report.*	Consumer Report Consumer's Union of the U.S., Inc 256 Washington Street Mt. Vernon, NY 10550
136 *Consumers' Research.*	Consumers' Research Consumers' Research, Inc Washington, NJ 07882
137 *Ebony.*	Johnson Publishing Company, Inc 820 South Michigan Avenue Chicago, IL 60605
138 *Family Circle.*	Family Circle, Inc 488 Madison Avenue New York, NY 10022
139 *FORECAST for Home Economics.*	FORECAST for Home Economics 902 Sylvan Avenue Englewood Cliffs, NJ 07632
140 *Glamour.*	Conde Nast Publications, Inc 350 Madison Avenue New York, NY 10017
141 *Journal of Home Economics.*	(see 68)
142 *Mademoiselle.*	(see 140)
143 *National Geographic.*	National Geographic Society 17th and "M" Streets, NW Washington, DC 20036
144 *Seventeen.*	Triangle Publications, Inc 320 Park Avenue New York, NY 10022
145 *Sports Illustrated.*	Sports Illustrated Time Incorporated Time and Life Building 541 North Fairbanks Court New York, NY 10020

	Magazines	*Address*
146	*Vogue.*	(see 140)
147	*What's New in Home Economics.*	North American Publishing Company 401 North Board Street Philadelphia, PA 19108
148	*Woman's Day.*	Fawcett Publications, Inc Fawcett Place Greenwich, CT 10036

	Books & Articles for Teachers	*Address*
149	"Choosing Your Sewing Machine," *What's New in Home Economics.* September 1973, pp. 43-45.	(see 147)
150	DeJarlais, Mary Ellen. "Fingernail Weaving: A Vanishing Art," *Journal of Home Economics.* July 1975, pp. 23-35.	Journal of Home Economics American Home Economics Association 2010 Massachusetts Avenue, NW Washington, DC 20036
151	Dirks, Katherine. "Storing A Collection, Large or Small," *Journal of Home Economics.* May 1976, pp. 8-10.	(see 150)
152	Flugel. *The Psychology of Clothes.* New York: International Universities Press, Inc, 1976.	International Universities Press, Inc 315 Fifth Avenue New York, NY 10016
153	Faute, Estelle. *The Mender's Manual: Repairing and Preserving Garments and Bedding.* New York: Harcourt Brace Jovonovich, Inc, 1976.	(see 14)
154	Gay, Peter. *Style in History.* New York: Basic Books, Inc, 1974.	Basic Books, Inc 10 East 53rd Street New York, NY 10022
155	Giese, Georgina and Deborah Gentry. "Fiber Characteristics . . . A Basis for Consumer Choice," *Illinois Teacher of Home Economics.* Nov/Dec 1972, pp. 128-161.	Illinois Teacher of Home Economics 351 Education Building University of Illinois Urbana, IL 61801
156	Good, Evelyn and Eleanor Kelly. "Teenage Boys' Perception of the Role Clothing Plays in the Occupational World," *Journal of Home Economics.* May 1971, pp. 332-344.	(see 150)
157	Gurel, Lois, June Wilbur, and Lee Gurel. "Personality Correlates of Adolescent Clothing Styles," *Journal of Home Economics.* March 1972, pp. 42-47.	(see 150)
158	"Hairpin Lace," *What's New in Home Economics.* May 1974, p. 21.	(see 149)
159	Hambleton, Kaye, Mary Ellen Roach, and Kathleen Ehle. "Teenage Appearance: Conformity, Preference, and Self-Concepts," *Journal of Home Economics.* February 1972, pp. 29-33.	(see 150)
160	Holloway, Irmagine and Betty Houston. "The Flammable Fabric Issue, " *Journal of Home Economics.* March 1974, pp. 17-20.	(see 150)

	Books & Articles for Teachers	*Address*
161	Horn, Marilyn. *The Second Skin.* Boston: Houghton-Mifflin Company, 1975.	Houghton Mifflin Company Educational Division Two Park Boston, MA 02107
162	"How to Make a School Backpack," *What's New in Home Economics.* April 1974, p. 75.	(see 149)
163	"How to Read a Fabric Care Label," *FORECAST For Home Economics.* November 1975, pp. F40-42.	FORECAST for Home Economics 902 Sylvan Avenue Englewood Cliffs, NJ 07632
164	Humphrey, Carolyn, Mary Klaasen, and Anna Creekmore. "Clothing and Self-Concept of Adolescents," *Journal of Home Economics.* April 1971, pp. 246-250.	(see 150)
165	Jarnow, Jeannett A. *Inside the Fashion Business: Text and Readings.* New York: John A. Wiley and Sons, Inc, 1974.	John A. Wiley and Sons, Inc 605 Third Avenue New York, NY 10016
166	Johnson, Annette and Dorothy Seville. "Flammability of Three Types of Fabrics Used in Girls Sleepwear," *Journal of Home Economics.* April 1970, pp. 246-251.	(see 150)
167	Kelley, Eleanor and Joanne Eicher. "A Longitudinal Analysis of Popularity, Group Membership, and Dress," *Journal of Home Economics.* April 1970, pp. 246-251.	(see 150)
168	Kelly, Eleanor, et al. "How to Help Your Students Be Successful at Job Hunting," *Journal of Home Economics.* November 1976, pp. 32-37.	(see 150)
169	Klobe, Patricia. "The 1976 Crafts Exhibit," *Journal of Home Economics.* November 1976, pp. 29-31.	(see 150)
170	Krenitsky, Nik and Lois Ericson. *Shaped Weaving: Making Garments and Accessories With Simple Needle and Finger Weaving Techniques.* New York: Van Nostrand Reinhold Company, 1974.	(see 22)
171	Landry, Lenore and Eldora Keske. "Educating Teens on Textile Legislation," *Journal of Home Economics.* January 1974, pp. 34-37.	(see 150)
172	Lare, Joan H. "A New Look at Teaching Clothing Construction," *Journal of Home Economics.* September 1975, pp. 30-33.	(see 150)
173	Lester, Katherine and Rose Kerr. *Historic Costume.* Peoria, IL: Chas. A. Bennett Company, Inc, 1977.	(see 4)
174	"Let's Knit," *What's New in Home Economics.* April 1974, pp. 19-20.	(see 149)
175	Luckhardt, Mildred. *Let's Get It Together: Everybody Guesses.* Lexington, MA: Ginn and Company, 1974.	(see 44)
176	Lyle, Dorothy. *Performance of Textiles.* John A. Wiley and Sons, Inc, n.d.	(see 165)

	Books & Articles for Teachers	*Address*
177	Mason, Molly. *The T-Shirt Book.* New York: Drake Publishers, Inc, 1976.	(see 17)
178	Nelson, Eleanor. "Growing Backyard Textiles," *Journal of Home Economics.* May 1975, pp. 16-18.	(see 150)
179	"Past vs. Present in the Clothing World," *Money.* December 1976, pp. not available.	Money Time, Inc Time and Life Building 541 North Fairbanks Court New York, NY 10020
180	Plott, Charles. *T-Shirting.* New York: Hawthorn Books, Inc, 1976.	Hawthorn Books, Inc 260 Madison Avenue New York, NY 10016
181	Pundt, Helen. "A Famous Clothing Designer," *Journal of Home Economics.* July 1975, pp. 12-14.	(see 150)
182	"Recipe for Menswear," *What's New in Home Economics.* April 1974, p. 71.	(see 149)
183	Roach, Mary Ellen and Joann B. Eicher. *The Visible Self: Perspectives on Dress.* Englewood Cliffs, NJ: Prentice-Hall, Inc, 1973.	(see 20)
184	*Textile Handbook.* Washington, DC: American Home Economics Association, 1971.	(see 68)
185	"Textile Testing Enlivens Clothing Units," *What's New in Home Economics.* May/June 1971, p. 41.	(see 149)
186	Thomas, Virginia and Sandra Plumb. "Exploration of Home Economics Related Occupations in Clothing," *Illinois Teacher of Home Economics.* Nov/Dec 1976, pp. 85-90.	(see 155)
187	Torbet, Laura. *The T-Shirt Book.* Indianapolis, IN: Bobbs-Merrill Company, Inc, 1976.	Bobbs-Merrill Company, Inc A. Thomas Audel Company 4300 West 62nd Street Indianapolis, IN 46206
188	Tortora, Phyllis. "Style: A Mirror of the Time," *Journal of Home Economics.* January 1975, pp. 40-43.	(see 150)
189	U. S. Department of Labor. *Dictionary of Occupational Titles.* Washington, DC: U. S. Government Printing Office, 1977.	(see 61)
190	U. S. Department of Labor. *Occupational Outlook Handbook.* Washington, DC: U. S. Government Printing Office, 1977.	(see 61)
191	Walker, Norma. "Diminishing Resources in Clothing and Textiles," *Tips and Topics.* December 1976, pp. 2-3.	Tips and Topics College of Home Economics PO Box 4170 Texas Tech University Lubbock, TX 79409
192	Watkins, Susan M. "Designing Clothing for Coal Miners," *Journal of Home Economics.* January 1977, pp. 24-27.	(see 150)

	Books & Articles for Teachers	*Address*
193	Watson, Katherine G. "Korea: From Handcrafts to World Textile Producer," *Journal of Home Economics.* April 1974, pp. 25-28.	(see 150)
194	Wettenstein, Beverly. "The Job Hunt: How to Win in Job Hunting," *What's New in Home Economics.* April 1977.	(see 149)
195	Winakor, Geitel, et al. "Development of Low-Income Clothing Budgets," *Journal of Home Economics.* April 1971, pp. 256-262.	(see 150)
196	"Winning Ways With Wool," *What's New in Home Economics.* August 1973, p. 45.	(see 149)
197	"Wool . . . A Natural Wonder," *What's New in Home Economics.* September 1973, pp. 96-98.	(see 149)
198	Young, Agnes Brooks. *Recurring Cycles of Fashion.* New York: Harper and Row Publishers, Inc, n.d.	Harper and Row Publishers, Inc 10 East 53rd Street New York, NY 10022

Nonprint

	Tapes & Slides	*Address*
199	*Coloring Cloth.* New York: Fairchild Books and Visuals, 1974. (slide set)	Fairchild Books and Visuals 7 East 12th Street New York, NY 10003
200	*Crossword Puzzles for Homemaking Classes.* Tony, WI: Homemaking Research Laboratories, 1975.	Homemaking Research Laboratories Tony, WI 54563
201	*Different Suds for Different Duds.* Newton, IA: The Maytag Company, n.d. (chart)	Maytag Company 430 West 4th Street North Newton, IA 50208
202	*Figure Your Type and Size.* New York: McCall Pattern Educational Service, n.d. (transparency set)	(see 69)
203	*Finishings of Cloth.* New York: Fairchild Books and Visuals, 1973. (slide set)	(see 199)
204	*Fitting Chart.* Portland, OR: Discount Fabrics, 1975. (wall chart)	(see 59)
205	*How to Use a Sewing Machine.* New York: The Singer Company, 1972. (slide series)	(see 109)
206	*Introduction to Textiles.* New York: Fairchild Books and Visuals, 1971. (slide set)	(see 199)
207	*Know Your Figure Type.* New York: Simplicity Pattern Company, Inc, n.d. (wall chart)	(see 35)
208	*Line-Wise Is Design-Wise.* New York: McCall Pattern Educational Service, n.d. (charts)	(see 69)
209	*Male Measure-Ups.* New York: Simplicity Pattern Company, Inc, n.d. (wall chart)	(see 35)

Tapes & Slides	*Address*
210 *Notions Nation.* Stamford, CT: American Thread Company, n.d.	(see 129)
211 *101 Durable Press, All Wool, Cotton Blended, Funky Flannel, Wide Wale Textile Terms.* Charlotte, NC: American Textile Manufacturers Institute, n.d. (poster)	(see 92)
212 *Optical Illusions-Becoming Designs.* New York: McCall Patterns Educational Service, n.d. (transparency set)	(see 69)
213 *Optical Illusion Posters.* New York: McCall Pattern Educational Service, n.d. (poster set)	(see 69)
214 *Soft Sculpture.* Portland, OR: Multnomah County IED, 1976. (slide series)	Multnomah County Intermediate Education District PO Box 16657 220 Southeast 102nd Portland, OR 97216
215 *Stripes, Plaids, Prints.* Stamford, CT: American Thread Company, 1974. (slides illustrating correct yet creative use of these fabrics)	(see 129)
216 *Textile Bingo.* Kansas City, MO: Gillum Book Company, n.d. (game)	Gillum Book Company Home Economics Supplies PO Box 4504 Kansas City, MO 64124
217 *Travel With a Golden Touch.* Enka, NC: American Enka Company, 1976.	American Enka Company Enka, NC 28728 (more information unavailable)
218 "Trunk Show." Portland, OR: Discount Fabrics, n.d. (a variety of clothing constructed from current pattern options)	(see 59)
219 *Use of Basic Sewing Equipment.* Wichita, KA: Learning Arts, n.d. (transparency set)	Learning Arts 123 South Hillside Wichita, KS 67211
220 *Using A Pattern.* New York: McCall Pattern Educational Service, n.d. (transparency set)	(see 69)
221 *You and Your Sewing Machine.* New York: The Singer Company, n.d. (slide series)	(see 109)
222 *Your Personal Measurement Chart.* New York: Simplicity Pattern Company, Inc, n.d. (wall chart)	(see 35)
Films	*Address*
223 *Batik.* ACI Media Inc, 10 min, C, 1972.	ACI Films, Inc 35 West 43rd Street New York, NY 10036
224 *Batiks You Can Make.* Coronet Instructional Media, 14 min, C, 1972.	Coronet Instructional Media 65 East South Water Street Chicago, IL 60601
225 *Care of Textile Fabrics.* Fairchild Books and Visuals, 1974.	(see 199)

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226 *Clothing: A Pair of Blue Jeans.* Learning Corporation of America, 15 min, C, 1971.	Learning Corporation of America 1350 Avenue of the Americas New York, NY 10019
227 *Clothing for the Life You Lead.* Encyclopaedia Britannica Educational Corporation, 1975.	Encyclopaedia Britannica Educational Corporation 425 North Michigan Avenue Chicago, IL 60611
228 *Crafty Annie: Screen Printing.* Multnomah County IED, 15 min, C, 1976.	(see 214)
229 *Crafty Annie: Tie Dye.* Multnomah County IED, 15 min, C, 1976.	(see 214)
230 *Culture and Costumes: The Great Clothes Put On.* Encyclopaedia Britannica Educational Corporation, 19 min, C, 1974.	(see 227)
231 *Johnny Lingo.* Brigham Young University, 24 min, C, 1969.	Brigham Young University Department of Motion Picture Production Provo, UT 84601 and ODCE Film Library PO Box 1491 1633 SW Park Avenue Portland, OR 97207
232 *Taking Care of Clothing.* Encyclopaedia Britannica Educational Corporation, 1973.	(see 227)
233 *The Pursuit of Cleanliness.* Soap and Detergent Association, 14 & ½ min, C, n.d.	(see 64)
234 *The Wizard of Good Appearance.* Walt Disney Educational Materials, 1974.	Walt Disney Educational Materials 800 Sonora Avenue Glendale, CA 91201
235 *Weaving With Looms You Can Make.* ODCE Film Library, 16 min, C, 1974.	(see 231)
236 *Weaving: Woven Fabric Density.* North Carolina State University, 1975.	North Carolina State University Instructional Technology Service PO Box 5006 Raleigh, NC 27607
237 *Your Clothing Can Burn.* Henk Newenhouse, Inc, 13 Min, C, n.d.	Henk Newenhouse, Inc 1825 Willow Road Northfield, IL 60093

Filmstrips	*Address*
238 *American Man: 200 Years of Authentic Fashion.* Butterick Publishing Company, 1976.	(see 108)
239 *American Woman: 200 Years of Authentic Fashion.* Butterick Publishing Company, 1976.	(see 108)
240 *Begin With The Pattern.* McCall Pattern Educational Service, 1977.	(see 69)

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241 *Careers in Clothing and Textiles.* McGraw-Hill Films, n.d.	McGraw-Hill Films 1221 Avenue of the Americas New York, NY 10020
242 *Careers in Fashion.* Learning Arts, 1973.	(see 219)
243 *Careers in the Fashion Industry.* Butterick Publishing Company, 1973.	(see 108)
244 *Clothing Around the World.* Encyclopaedia Britannica Educational Corporation, 1975.	(see 227)
245 *Clothing Communicates.* J. C. Penney Company, Inc, 1973.	(see 82)
246 *Clothing in Early America.* Encyclopaedia Britannica Educational Corporation, 1975.	(see 227)
247 *Ethnic Heritage.* J. C. Penney Company, Inc, n.d.	(see 82)
248 *Figure Flattery Through Optical Illusion.* McCall Pattern Educational Service, n.d.	(see 69)
249 *Fire, Fabrics, and You!* J. C. Penney Company, Inc, 1975.	(see 82)
250 *Getting It All Together.* Sears, Roebuck, and Company, updated yearly.	Sears, Roebuck, and Company Dept. 703 Public Relations Sears Tower Chicago, IL 60684
251 *How to Do: Textiles Filmstrip.* Educational Dimensions Group, 1975.	Educational Dimensions Group Box 126 Stamford, CT 06904
252 *Jobs for You: It's Happening in Home Economics.* American Home Economics Association, 1973.	(see 68)
253 *Know Your Pattern.* Simplicity Pattern Company, Inc, 1970.	(see 35)
254 *Let the Buyer Prepare.* Procter & Gamble Company, 1975.	(see 100)
255 *Macrame.* Visual Aids Studio, n.d.	Visual Aids Studio 2121 Normal Park Box 1759 Huntsville, TX 77340
256 *Stitchery.* Visual Aids Studio, n.d.	(see 255)
257 *Techniques of Quilt Making.* Visual Aids Studio, n.d.	(see 255)
258 *Textiles.* Photo Lab, Inc, 1975.	Photo Lab, Inc 3827 Georgia Avenue, Northwest Washington, DC 20011
259 *Textile Art From Tapestries to Jeans.* American Textile Manufacturers Institute, 1975.	(see 92)

Filmstrips	*Address*
260 *Textiles for Everyone.* American Textile Manufacturers Institute, n.d.	(see 92)
261 *Textiles for Today.* Celanese Fibers Marketing Company, 1970.	(see 124)
262 *Textiles–It's All in the Finish.* American Textiles Manufacurers Institute, 1974.	(see 92)
263 *The Clothing Industry Grows.* Encyclopaedia Britannica Educational Corporation, 1975.	(see 227)
264 *The Creative Stitchery Series.* Encore Visual Education, Inc, 1974.	Encore Visual Education, Inc 1235 South Victory Boulevard Burbank, CA 91502
265 *The People Profession: Careers in Home Economics.* American Home Economics Association, 1974.	(see 68)
266 *Tie-Dyeing Textiles.* Visual Aids Studio, n.d.	(see 255)
267 *Young Fashion Forecast.* Sears, Roebuck, and Company, updated yearly.	(see 250)